

# Summarised inspection findings

**St Mark's RC Primary School**

The City of Edinburgh Council

18 June 2024

# Key contextual information

St Mark’s RC Primary School and Nursery is situated in the city of Edinburgh. The school roll is 157 children, organised across seven classes. The headteacher retired in April 2024. The acting headteacher has been in post for two weeks. She is seconded from another school in the local authority. The acting headteacher is supported by a principal teacher. A quarter of the school community live within Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 and 17% of P6-P7 children are registered for free school meals. Twelve percent of children on the school roll have an additional support need and 34% of children have English as an additional language (EAL). Children and staff across the school speak 30 different languages. A significant number of children join, and leave, the school population each year. Attendance is slightly above the national average. Many parents take children back to their country of origin for extended periods of time which impacts on children’s regular attendance at school.

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| 1.3 Leadership of change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | satisfactory |
| <p>This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:</p> <ul style="list-style-type: none"><li>■ developing a shared vision, values and aims relevant to the school and its community</li><li>■ strategic planning for continuous improvement</li><li>■ implementing improvement and change</li></ul> |              |

- Staff place a strong focus on developing positive relationships and supporting children’s wellbeing across the school. They work very well with children and the wider community to provide a warm and welcoming school. All staff are committed to helping children to identify and understand challenges which are a barrier to their learning. They support children well to develop strategies to deal with challenging feelings. As a result, staff have created a positive culture of teamwork where children and adults display mutual respect. All staff work effectively as a team and work hard to develop positive relationships with children and families. They welcome opportunities to make a positive difference to children’s wellbeing. They support children well to be ready to learn. As a result, almost all children are happy, valued and safe at school.
- All staff ensure the values of safe, teamwork, motivated, achieving, resilient, kind and supported are embedded in daily school life. Senior leaders involved children, staff and parents effectively in the consultation and identification of these values. Staff and children promote the school values in all interactions. Staff refer regularly to the school and Gospel values through assemblies and in classes. As a result, children know the relevance of the values very well and talk articulately about how they show them in their daily interactions and experiences. Children are kind and respectful to each other, adults and visitors. They are proud of their school.
- Senior leaders and teachers have identified appropriate priorities within the school improvement plan for raising attainment in literacy and numeracy and improving children’s health and wellbeing. They share how they plan to improve the school with parents through regular newsletters and parent friendly improvement plans. Senior leaders and teachers use How good is our school? 4th edition to evaluate the work of the school. Senior leaders should review and monitor the impact of school improvement work more regularly. This should help to

ensure the pace of change is appropriate and planned improvements are successful and consistent. Staff have plans to involve all stakeholders more regularly in school self-evaluation. This will help ensure children, parents and partners have greater involvement in contributing to school improvement.

- Staff recognise and articulate well the benefits of professional learning individually, as a team and as part of their local cluster. They are capable, keen and enthusiastic about leading change. As a result, almost all teachers take on leadership roles. For example, teachers have reviewed the curriculum to ensure that it reflects the school's positive approach to equality and diversity. Senior leaders should provide staff with clear direction to maximise the impact of these leadership opportunities on learning and teaching. They should align the 'Communities of Practice' roles more clearly with school improvement priorities. Senior leaders should monitor priorities to ensure that they impact positively on outcomes for children.
- Senior leaders have developed a comprehensive quality assurance calendar which details proposed self-evaluation and monitoring activities. This is supporting staff to implement interventions that are improving outcomes for children. For example, staff have developed an effective whole-school approach to improving children's understanding of how to stay healthy. Senior leaders now need to develop a systematic approach to using this calendar effectively to develop robust quality assurance processes across the school. They should continue to use information gathered through quality assurance activity to support continued improvement. This will support teachers to identify key areas to improve further approaches to learning, teaching and assessment.
- Children are motivated by the increasing opportunities to contribute to school improvement through leaderships groups such as the pupil council, equalities group and eco committee. They are beginning to talk about the important life skills they develop as a result of these groups. Children benefit from the increased responsibility for planning and leading activities for other children. For example, the equalities group plan and lead regular diversity and equality events and activities for the school community. Through these roles, children develop their skills in communicating and collaborating. Senior leaders should consider how they can provide all children with opportunities to lead areas of school improvement.
- All staff have a clear understanding of the socio-economic context of the school and the different challenges faced by children and families. Staff work well with the EAL services to identify and develop priorities to support children whose home language is not English. Staff undertake professional learning in this area to enhance their own skills. As a result, staff address the significant challenge of meeting the needs of high numbers of children with EAL well. They are supported very well by the EAL teacher to review children's language acquisition skills and implement appropriate supports and interventions. This ensures all children progress with their learning. Pupil support assistants benefit from professional learning to help them develop their practice and leadership skills. As a result, they provide support skilfully for children with an additional support need.
- Senior leaders use Pupil Equity Funding (PEF) to enhance staffing and to access resources to support the social and emotional wellbeing of targeted children. This support helps children experiencing anxiety or social and emotional distress. Senior leaders use PEF to provide targeted support in literacy, numeracy and outdoor learning. Senior leaders need to develop a robust analysis of data to clearly identify the poverty related attainment gap and the impact of raising attainment interventions. Moving forward, they should ensure that all parents and children are involved actively in determining the focus of the PEF spend for their school.

## 2.3 Learning, teaching and assessment

**satisfactory**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff know children and their families very well and work collegiately to create a nurturing and happy environment. Across the school, almost all staff and children demonstrate their understanding of the school values. Children are supported well to develop an understanding of their rights. They relate this to their class charters. Almost all children are noticeably respectful and caring towards each other. Across the school, staff have high expectations of children's behaviour. Most staff have undertaken a variety of professional learning to increase their understanding of the wellbeing of children. Children across the school are kind and demonstrate very positive behaviour with each other, as a result.
- Most children are motivated and engage well in their learning. They enjoy opportunities to work in pairs and small groups. A few children do not engage fully in their learning during lessons. This is more apparent during transitions within planned learning. Children respond well to encouragement from their teachers, remain on task and work well with others. Almost all teachers provide clear instructions and explanations. They share with children the purpose of learning and how they can be successful. In a few lessons, teachers support the children to co-construct criteria to identify how they will be successful in their learning. They should now consider ways to include children more regularly in co-creating what success should look like. This will help children to identify progress and their next steps in learning. Teachers should develop their use of progression pathways to identify criteria based on the skills being learned. This will allow children to take increased responsibility for their learning. Too many lessons are resource based and teacher led which limits opportunities for children to lead their learning.
- All children have regular, engaging opportunities to learn outdoors. Most teachers use the outdoor spaces well to support children's wellbeing and as stimulus for learning. These opportunities enhance learning and motivate children greatly. Teachers continue to engage in collaborative professional learning to improve the quality of outdoor learning. As planned, staff should continue to develop a progressive programme for outdoor learning. This will enhance further children's knowledge of their local area and learning for sustainability.
- All children in P6 and P7 have access to their own digital device. In all classes, staff use interactive whiteboards to support their teaching and engage children in their learning. Children access online games to consolidate recent learning in literacy and numeracy. A few staff are beginning to use matrix bar codes to involve children in self-assessment. Staff should continue to develop creative approaches to using digital technology to enhance teaching and learning further. Teachers should ensure that they develop further children's digital skills in a planned and progressive way.
- Most teachers use questioning well to check for knowledge and understanding. Teachers should develop their use of questioning to engage and extend children's learning. Across the

school, teachers provide written and oral feedback. Senior leaders and teachers should now ensure that approaches to feedback are of a consistently high quality across the school. This will ensure that children understand their progress and can identify their next steps in learning. Teachers set individual targets for children in literacy, numeracy and wellbeing. Children would benefit from increased opportunities to review their targets more regularly. This will ensure they have greater understanding of their personal progress and will develop further their confidence in creating personal learning targets.

- Children at early level experience a range of play-based learning opportunities. Children consolidate learning in play in interesting and relevant spaces. Staff should develop and share their understanding and approach to play further, taking account of national practice guidance. This will support progressive learning experiences across levels and allow young children further opportunities to lead their learning. Staff should continue to evaluate the impact of their approach regularly to ensure it is improving outcomes for children. This will help to ensure that children consistently experience appropriate pace and challenge more closely matched to their needs.
- Teachers plan learning over a range of timescales using a range of pathways and planners linked to Curriculum for Excellence (CfE) experiences and outcomes. They create termly overviews of key learning across all curricular areas. As planned, staff should review approaches to planning to ensure that assessment is integral to the planning process. Teachers should work collaboratively to plan for progression through and across the CfE levels. Children are beginning to contribute to planning their learning using 'what I know' and 'what I want to know' frameworks. They would benefit from increased opportunities to lead their learning and for greater personalisation and choice. This will increase further children's motivation and enjoyment in their learning.
- Senior leaders have correctly identified the need to create an assessment calendar. This will outline clearly when key assessments take place across the school year. Teachers should ensure that assessment is linked well to the national Benchmarks. They should include planned, high-quality assessments which give children the opportunity to demonstrate a wide range of learning in unfamiliar contexts. This will enable teachers to make robust, well-informed judgements about progress and next steps.
- All teachers have engaged well with moderation activities within school and with other local schools to develop their understanding of national standards. Teachers speak positively about moderation activity focusing more recently on listening and talking and writing. They are eager to continue to work across their learning community to develop further a shared understanding of expectations and standards. Senior leaders should continue with plans to develop teachers' understanding of progression within a level. This will ensure that all children are appropriately challenged in their learning.
- Senior leaders and teachers meet termly to discuss children's progress in literacy, numeracy and health and wellbeing. They share helpful information about children and their progress during these meetings. Senior leaders and teachers should now use this information more rigorously to focus on improving attainment and achievement. They need to record clear measurable action points that they review regularly. Senior leaders and teachers identify interventions to support individuals and groups. They work well with partners to support some of these interventions. These planned interventions and strategies are impacting positively on children's learning. The digital system currently used has potential to capture more fully the individual profiles of children's attainment and achievement.

## 2.2 Curriculum: Learning pathways

- Staff provide children with a wide range of learning experiences across all curricular areas. This supports children to receive their entitlement to a full, broad and balanced curriculum. Teachers have local authority progression pathways in place for literacy and English and numeracy and mathematics. These take account of CfE experiences and outcomes and the national Benchmarks. As planned, staff should work together to review literacy and numeracy progression pathways to ensure they support all children to build more progressively on prior learning. Staff need to develop progression pathways for all curriculum areas. This will help teachers to ensure planned experiences build on children's prior learning and skills and support progression for all children.
- Staff should ensure that interdisciplinary learning focuses more on the progression of knowledge and skills across curriculum areas. In a few classes, staff focus on activities and tasks which are not consistently linked to the development of children's knowledge and skills.
- Teachers provide children with two hours of high-quality physical education weekly. Teachers make positive use of indoor and outdoor spaces to deliver this. Children in P4 and P5 receive swimming lessons. Senior leaders should now work with staff to improve coherence in the health and wellbeing curriculum from P1 to P7. This will support them to track children's progress in all aspects of health and wellbeing. It will also ensure children develop skills and knowledge across all aspects of the health and wellbeing curriculum.
- Children learn Spanish from P1 to P7 in line with the Scottish Government's 1+2 language policy. Children in P6 and P7 learn French. This is delivered by staff from the neighbouring secondary school. Staff use learning pathways to build children's language skills progressively. Older children are taught by a music specialist weekly. They are given the opportunity to participate in cello. These opportunities allow children to develop their creativity and performance skills.
- Children benefit from well-stocked class libraries and a school library that provides a range of fiction and non-fiction texts. Classes visit the school library regularly and children are encouraged to borrow texts to read for pleasure. Staff should continue to develop children's enjoyment of reading and provide children with books to take home. A majority of children report that they occasionally need to bring books in from home. There is scope to involve the children in further developing these areas to ensure all children's interests are catered for. This will further promote reading for enjoyment.

## 2.7 Partnerships: Impact on learners – parental engagement

- Staff work well to develop positive relationships with families that are welcoming and inclusive. Most parents report that they feel their child is safe, respected and treated fairly as a result. The quality of relationships with parents results in children feeling cared for and happy in school.
- Staff use a range of strategies, such as class and school newsletters, translated emails and digital platforms to keep parents informed of the work of the school. They consult parents regularly and invite them to provide feedback through surveys and questionnaires. Most parents are positive about the school's approach to communication. A minority of parents would like clearer, regular feedback about their child's learning. Staff are developing effective partnerships with parents. They provide helpful information to support children's learning at home through, for example, assemblies and 'bring an adult to school' evenings.
- Senior leaders plan to build on the positive links created with the newly formed Parent Council to support future improvement planning. In doing this, they should take the opportunity to involve parents more in leading school improvements.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- All staff ensure a welcoming atmosphere throughout the school which reflects a positive ethos of care and support. Children are happy and show respect for adults and each other. Interactions between staff, children and their peers are strong. All staff promote inclusion, creating a climate where children feel a sense of belonging. They develop effective approaches to support wellbeing through planned professional learning. These include the use of restorative and nurturing approaches, emotional check-ins and the development of growth mind sets. The whole staff team applies these approaches very well. As a result, children who experience barriers to their learning, such as poor self-esteem or anxiety, demonstrate an increased ability to self-regulate.
- There is a strong sense of community across the school. Staff have an in-depth knowledge of children and their context. As a result, children feel included and valued by their school community. All staff are sensitive and responsive to the needs of all children. They are alert to changes in children's personal circumstances and address any concerns swiftly and sensitively. All staff support children very well to understand how their emotions affect their wellbeing. Children use appropriate language to discuss their emotions and how adults in school help them to feel positive, as a result. Almost all children say they have at least one key adult they would go to for wellbeing support. Children understand what it means to be nurtured. They know how to nurture others, for example, through ensuring everyone feels welcome and has someone to play with.
- Children have a clear understanding of their wellbeing and how the wellbeing indicators relate to their own lives. They discuss confidently what they need to do to be safe and healthy. Children provide examples of how staff support them to be safe, healthy, active, nurtured, achieve, respected, responsible and included. For example, they feel they can confide in a trusted adult to share personal worries or concerns. Senior leaders and staff are beginning to formally track and monitor children's wellbeing using the wellbeing indicators. Children would benefit from increased opportunities to discuss their wellbeing more regularly. This would help them to understand and discuss themselves as individuals. Staff use daily emotional check ins effectively to monitor the ongoing wellbeing of all children. This caring approach is managed sensitively, and the information gathered is used well to support children where required. Children benefit from regular learning about the wellbeing indicators in class and assemblies. As a result, all children know they are cared for.
- Senior leaders work well with external partners who support and promote children's spiritual, mental, emotional, social and physical wellbeing. For example, church representatives support children and their families through sacramental preparation. Active schools' coordinators support children to take part in a range of multi-sports. Senior leaders should now consider developing further leadership skills in older children. They should provide opportunities for

children in the planning and delivery of physical activities. The EAL services deliver effective professional learning for all staff. Children who are new to English or who receive targeted support are monitored and tracked very closely. This rigour ensures staff are confident in how to support children in their class. As a result, children are receiving the correct support at the appropriate level.

- Staff are beginning to engage with the United Nations Convention on the Rights of the Child (UNCRC). Teachers and children have created class charters. As a result, children are beginning to talk about their rights, the rights of others and why this is important for their wellbeing. A few teachers should ensure their class charters are referred to more regularly. This will support children's knowledge of their rights further on a day-to-day basis. As planned, staff should work with children and families to review the anti-bullying policy to reflect the language from national guidance. This should be linked to the school's values and the work being undertaken on children's rights. This will support all children to fully understand their needs and rights under the UNCRC.
- All staff understand their roles and responsibilities in relation to statutory duties. Senior leaders and staff have up-to-date approaches to child protection, safeguarding and meeting the additional support needs of learners. Senior leaders and staff value and increasingly include the views of children and parents when planning individual targets for learning. Senior leaders should ensure that children's targets in child's plans are clear and measurable. This will help staff to clearly identify the impact of interventions on children's progress.
- Senior leaders monitor attendance regularly. Currently, the school's overall attendance is slightly above the national average. Staff ensure that there are clear procedures to address non-attendance. Senior leaders should now ensure that these are followed consistently for all children whose non-attendance is causing concern. They should keep detailed records of actions taken and the impact to support all children at risk of missing out.
- The local authority health and wellbeing framework supports teachers to deliver the health and wellbeing curriculum. Most children feel that staff teach them to have a healthy lifestyle. For example, children talk confidently about the importance of building resilience and physical activity. Senior leaders are beginning to track the participation of children in clubs and activities. This is supporting an awareness of children who may be missing out. Children and families talk positively about the help available to facilitate transport, trips, resources and school uniform which demonstrates further the supportive ethos of the school.
- Staff and children celebrate and value the cultural diversity of the school community. They demonstrate this in their daily interactions and respect for others. The equalities group regularly share information about different cultures during assemblies and whole school events. Through this ongoing learning, children talk proudly about diversity and feel welcome and included in their community. Children benefit from an increasing range of texts on different religions, cultures, and wider protected characteristics. Senior leaders and teachers have clear plans to develop further children's awareness of equalities, diversity and discrimination. They should continue to ensure children have a key role in selecting texts which promote diversity.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Several areas for improvement have been agreed with the school and the school meals provider.

### 3.2 Raising attainment and achievement

**satisfactory**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- Overall, attainment across the school in literacy and English is satisfactory. Children's attainment in numeracy and mathematics is good. In June 2023, the school's CfE data shows that most children achieved appropriate levels in literacy and English and numeracy and mathematics. Inspection activities identified that the school's data is not yet wholly accurate, and children's attainment is lower than reported. Senior leaders should continue to support staff to engage further with the national Benchmarks and in moderation activities in literacy and numeracy. This will support them to develop an improved, shared understanding of standards to strengthen further the accuracy of all professional judgements.
- Most children with English as an additional language make good progress in learning over time. Most children with additional support needs are making good progress towards their individual learning targets.

#### Attainment in literacy and English

- Overall, children's progress in listening and talking is good. Children's progress in reading and writing is satisfactory. Children would benefit from having increased opportunities to develop their reading and writing skills at a level appropriate to their ability.

#### Listening and talking

- At early level, a majority of children give their opinion about their favourite story and answer questions about it. They are confident to engage in discussions with adults and peers. The majority of children take turns and listen well to others. A minority still need prompted to listen well to others and contribute at an appropriate time. At first and second level, most children are articulate and have an increasingly extensive vocabulary. They listen attentively to each other and build on the ideas of their peers. At second level, children speak enthusiastically about opportunities to develop their debating skills. Across the school, children are given the opportunity to demonstrate their talking skills through solo talks. This should be developed further to ensure there is clear progression in skills within and across levels.

#### Reading

- Most children at early level are beginning to read simple words with increasing fluency and accuracy. A few read more complex words and blend confidently. Almost all children at early level would benefit from increased opportunities to practise blends and tricky words. A majority of children at first level identify their favourite authors and justify their selection. A majority read with fluency and decode unfamiliar words with confidence. All children at first level require greater opportunities to develop reading strategies. They need to develop further their higher-order reading skills. A majority of children working at second level understand and articulate well the techniques used by authors to engage readers. They answer increasingly

complex questions to show understanding of text. Most children read fluently and use expression effectively. They are enthusiastic, capable readers who express the need for more challenging texts within the school library. They should continue to explore a variety of fiction and non-fiction texts, including online texts, when reading for pleasure and in order to research information.

## **Writing**

- At early level, most children form letters legibly and use a capital letter and full stop appropriately. A few children are beginning to write their own sentences. All children at early level should be given regular opportunities to develop their writing skills independently. The majority of children working within first level write for a variety of purposes. They are beginning to identify the features of different genre. A majority use increasingly complex connectives and punctuation. Within second level, the majority of children apply their writing skills well in a variety of contexts. For example, Second World War fact files and newspaper reports. A majority use a range of punctuation and grammar in their writing to engage the reader. Across the school, children would benefit from more regular opportunities to produce extended pieces of writing. They would benefit from consistent, high-quality feedback to improve their writing.

## **Numeracy and mathematics**

- Overall, most children make good progress in numeracy and mathematics. At each stage, a few children are exceeding national expectations. A few children could make better progress. There is scope to increase the pace of learning in numeracy and mathematics across the school.

## **Number, money and measure**

- At early level, most children identify, recognise and order numbers up to 10. They add and subtract within 10 confidently. Children are developing an awareness of different coins and their value. Within first level, most children use addition and multiplication skills to solve problems. A minority of children need to continue to practise accurate calculations. Most children identify, write and create number sequences. They identify the appropriate unit of measurement to use when presented with a range of options. At second level, most children solve algebraic equations and find percentages of numbers. They create equivalent fractions and express fractions in their simplest form. Most children plot coordinates on a grid accurately. They understand perimeter and are confident at working out the area of common shapes. A minority of children need to further develop their understanding of the correct order of operations in number calculations when solving multi-step problems. Across all levels, children now need further opportunities to apply their skills in a wider range of meaningful contexts across the curriculum.

## **Shape, position and movement**

- At early level, most children sort, describe and create patterns with two-dimensional shapes. At first level, most children identify three-dimensional objects and use directional instructions with programmable toys. They are not yet confident using mathematical language to describe the properties of shapes and objects. At second level, most children use their knowledge and mathematical language to describe directional movement. They can successfully measure and draw a range of angles using a protractor. They should develop their knowledge of complementary and supplementary angles and use this to calculate missing angles.

## **Information handling**

- At early level, most children sort items accurately based on set criteria, such as size and colour. At first level, most children can collect information and use it to create a bar graph. At second level, children use digital devices well to create pie charts using data they have collected. Across the school, children would benefit from additional opportunities to collect,

organise and display real-life data in a variety of ways. Children are not yet confident collating and displaying data using technologies.

### **Attainment over time**

- Staff use a tracking system to check individual children's progress in literacy and numeracy. This tracking system is beginning to provide an overview of individual children's progress and other factors which impact on their attainment and achievement. The constantly changing school roll makes it challenging to track whole school trends in attainment over time. Senior leaders acknowledge the variation in levels of attainment in recent years. They need to continue to develop approaches to gathering data that will accurately illustrate attainment over time for all children. Senior leaders and staff should continue to develop a robust tracking system to monitor and track the progress of individuals, cohorts and groups of children. They should use this information to inform and evaluate planned school improvements.

### **Overall quality of learners' achievements**

- Children's achievements in and out of school are shared and celebrated at assemblies, on the Wider Achievement Wall and through newsletters. Parents are encouraged to share their children's wider achievements with the school. This is building children's confidence and motivation. Staff are beginning to track and monitor children's participation in wider achievements including leadership opportunities within the school. They need to track children's participation and achievements more closely to ensure no child misses out. Senior leaders recognise the need for children to record and track the range of skills developed through their achievements. This will support children to understand the skills for learning, life and work they are developing.
- Across P3-P7, teachers provide an increasing range of opportunities provided for children to develop their leadership skills and achieve personal success. These include Junior Road Safety Officers, Pupil Council, Eco Committee, Equalities Group and House Captains. A majority of children successfully articulate the skills they are developing through engaging in the opportunities provided. Senior leaders should continue to ensure that all children take greater responsibility for wider aspects of school life.
- Positive partnership working supports children's achievements well, including close links with the local parish, Active Schools, National Youth Choir of Scotland and a Social Enterprise charity. Children progress leadership skills and confidence through accredited courses such as Bikeability. This is building children's independence well and encouraging them to develop new social skills and a sense of wellbeing.

### **Equity for all learners**

- School staff have a good understanding of the social, economic and cultural background of children. They are sensitive to any potential barriers to learning which children may have as a result of social circumstances. Staff understand the impact of the rising cost of living on families. They support children and families in a variety of ways including funding trips and activities. This supports all children to be included and ensures that no child is prevented from taking part in any learning opportunity. Staff also provide clothing, snacks and other equipment to minimise any barriers to children participating in school life.
- Senior leaders use PEF to support the raising attainment strategy for literacy and numeracy and to improve children's wellbeing. Additional teaching and support staff provide and manage targeted interventions to address and reduce gaps in learning and support children to be ready to learn. Staff can evidence the positive impact interventions have on children's wellbeing. Senior leaders should continue to use data more effectively to identify the poverty-related attainment gap and monitor progress towards closing these gaps. This should help them to

identify the impact of interventions to raise attainment for all children, including those facing financial hardship.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

|                         |               |
|-------------------------|---------------|
| All                     | 100%          |
| Almost all              | 91%-99%       |
| Most                    | 75%-90%       |
| Majority                | 50%-74%       |
| Minority/less than half | 15%-49%       |
| A few                   | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.