

Summarised inspection findings

Westquarter Primary School

Falkirk Council

9 December 2025

Key contextual information

Westquarter Primary School is a non-denominational primary within Falkirk Council. It serves the community of Redding, Reddingmuirhead and Westquarter. Sixty five percent of children live in Scottish Index of Multiple Deprivation decile 9. All other children live in deciles 1 to 8.

The current roll is 323 children across 15 classes. The school campus includes an early learning and childcare setting with a roll of 37. Twenty-nine percent of children are recorded as having an additional support need.

The headteacher has been in post since August 2023 and is supported by an acting deputy headteacher and two acting principal teachers.

1.3 Leadership of change

very good

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:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Leadership is a key strength across the school. The headteacher promotes and supports a strong sense of teamwork and belonging. The leadership team works collaboratively with all staff to promote a positive and inclusive learning environment. A focused drive from all members of the school community ensures that children experience positive, motivating, and nurturing learning opportunities that maximise their outcomes. The headteacher is held in high regard by staff, children, parents and partners. They are confident that the strength of the leadership team and the headteacher is leading to significant improvements in the ethos and culture for learning. She has managed the pace of change very well since taking up post.
- Senior leaders and staff engaged well in wide consultation with all key stakeholders to review the school's vision and values, ensuring these are relevant to the school's context. This process has fostered a strong sense of ownership and shared purpose across the school community. Almost all children understand the importance of the school's values, which are part of the 'Westquarter Way', and demonstrate these consistently in their interactions with peers and staff. Since taking up post, the headteacher has appropriately prioritised the health and wellbeing of the school community. This focus helps ensure that all children feel safe, enjoy a positive school experience, and are very well supported to achieve their full potential. The school's vision clearly influences the school's improvement journey and has a motivating effect on staff and pupils.
- The School Improvement Plan (SIP) is underpinned by robust self-evaluation. All staff contribute very well to improvement planning and take on leadership roles to drive priorities forward. Senior leaders take local and national priorities into account in the development of the SIP, which is both manageable and measurable. Key areas of focus include wellbeing, literacy, and numeracy. Senior leaders and staff participate in effective self-evaluation activities. These include classroom observations, peer observations of learning, and

Employee Records of Development (ERDs). These activities enable all staff to reflect on and analyse their practice, identifying areas for learning, development, and improvement.

- Senior leaders have developed a clear and purposeful Pupil Equity Fund (PEF) plan to ensure all children access the curriculum fully and receive targeted support for literacy, numeracy and wellbeing. Senior leaders effectively measure the impact of interventions, for example through analysing improvements in attendance and children's readiness to learn.
- Senior leaders have targeted PEF effectively to provide a counselling service for all children and other targeted supports. School staff should explore ways to involve more fully all children, parents, and partners in the planning and decision-making process around PEF. This will ensure that all stakeholders understand the positive impact that PEF spending is having on targeted groups of children. The leadership team shares information with the Parent Council about school improvement planning and how the school allocates PEF to support literacy, numeracy, and children's wellbeing. Senior leaders should consider ways to include the wider parent body in meaningful consultation about the SIP and the use of this significant funding.
- Leadership at all levels is contributing to improvement and positive change. The leadership team works very well together and consults widely to provide policies and guidance for all staff, children, and parents. This ensures consistency and clarity for the school community regarding expectations and standards. They effectively support all staff to take on leadership roles which impact directly on children's learning, attainment and wellbeing.
- Class teachers are empowered to take on a range of relevant leadership roles which align well with the school improvement priorities. These include, for example, leading across curricular areas, developing writing, inclusion, and children's rights. In addition, they are well supported to lead in specific areas which benefit the school and children, such as feedback and aspects of mathematics. Staff use information gathered to share with peers and improve outcomes for children. Support staff are effective in undertaking leadership roles to support children to attain and achieve well. This includes leading on initiatives which support children's literacy skills. The commitment of all staff in driving and delivering change is having a very positive impact on children's experiences.
- Staff are well supported by senior leaders to identify and participate in relevant professional learning. This includes important work on the delivery of writing programmes, moderation, and a focus on wellbeing and inclusion. This is having a positive impact on learners, whose progress is improving as a result.
- All children participate in leadership groups to promote and implement positive change. These include sports leaders, digital leaders, community leaders, and dyslexia champions. All groups create action plans at the beginning of the year, with clear goals and actions. Children are proud of their work in developing and implementing important initiatives across the school. Staff should now support children to develop further the work of these groups to ensure that children's views are heard and acted on consistently as part of school improvement.
- Members of the pupil council develop important leadership and communication skills through their work. They represent their peers in taking forward ideas to senior leaders. These include, for example, suggestions for the use and development of the playground and social spaces in the school. Most recently, the pupil council successfully implemented 'Fab Fruit Friday' and 'Waste-Free Wednesday' across the school to promote healthy eating and sustainability as part of the global goals. Children also develop a range of skills as house captains, leading their own house and often representing the school, including welcoming

visitors and attending important local events. These roles develop further children's skills in teamwork, discussion, presentation, and problem-solving. These rich opportunities support children to have their views heard and enable them to become genuine agents of change.

2.3 Learning, teaching and assessment

good

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

- Across the school, the core values are embedded in every classroom and are evident in all interactions between staff and children. Children talk confidently about what it means to be kind, honest, trustworthy, and inclusive. They are proud to receive positive praise and recognition for demonstrating these values.
- All staff work effectively together to create calm, purposeful learning environments. The 'Westquarter Way' sets out high expectations, clear routines, and positive rewards for children. This is clearly understood and reinforced by every member of staff across the school. Staff place nurturing and supportive relationships at the heart of their practice. As a result, almost all children are happy and confident learners. Staff deal sensitively and effectively with any instances of dysregulated or challenging behaviour to minimise the potential negative impact this may have for all children. There is a strong commitment to ensuring children's rights. Every class has a charter which outlines how children will respect and promote rights each day in the classroom.
- All teachers use an agreed learning and teaching framework, ensuring consistency across all classes. Children benefit from well-structured lessons. They understand the purpose of their learning and know how to be successful. Staff use visual timetables effectively in almost all classes, helping children understand the structure of their day. Children work well independently, in pairs, and in groups. In almost all lessons, the pace of learning is appropriate, leading to high levels of engagement. Children are supported appropriately to choose activities that are well matched to their needs. A few children would benefit from a greater level of challenge. Teachers use effective questioning to check for understanding, promote engagement, and extend thinking. Children respond with confidence and respect.
- Staff have a strong focus on learning about and developing important skills in lessons and in morning starter sessions across all classes. This helps children to learn more effectively by giving them the skills to think, reflect, and adapt. Most children articulate well the skills they are learning and describe how they use these to communicate and be creative. Children are beginning to personalise their learning, such as choosing class novels and contexts for learning which motivate and engage them.
- Children benefit from literacy and numeracy rich classroom environments and learning walls which support them to be successful learners. Children are developing well their digital skills across the school. From the early stages, children use devices independently to access learning. Staff should consider how to make best use of available technologies to enhance and enrich learning further in the middle and upper stages, and to ensure skill progression.

- In almost all lessons, teachers provide clear explanations and instructions. Most teachers provide high-quality written and verbal feedback which supports children to learn. Most children are supported to self- and peer-assess their work and that of others in the class. This is helping children understand expectations and identify clearly their next steps in learning. Teachers support children's learning by regularly checking understanding and providing further clarification and support if needed. Teachers are positive role models for children's learning and actively involve children in leading or directing their learning.
- Children in the early stages are motivated and engage well with play-based activities that support them to be curious and creative. Staff ensure that play-based learning has a strong focus on numeracy and literacy, allowing children to develop and apply further their knowledge and skills in these areas. Staff are developing their learning environments and planned spaces well to support play. Their engagement with national practice guidance should continue to support and improve children's learning through play at the early stages and beyond.
- All teachers implement the school's agreed approach to assessment across the year. Teachers use assessments appropriately to track pupils' progress and identify next steps, including any support and challenge needed. Senior leaders monitor assessment information effectively. Staff engage in regular meetings to review assessment data, identify support, and set targets for children's progress. Staff work well with colleagues across the local authority and take part in a range of relevant moderation activities in school and cluster to validate achievement of a level. This is ensuring a shared understanding of national standards and an increasing level of confidence in teacher professional judgement. Teachers use a wide range of diagnostic assessments to help identify any specific or targeted interventions required. As a result, all staff have a greater understanding of children's learning needs, which informs future planning, including targeted supports and individual strategies.
- Regular analysis of pupil progress at tracking and monitoring meetings enables senior leaders and teachers to identify children who may require support to maximise their attainment and achievement. These discussions support staff to reflect on, evaluate, and modify the content of their programmes of work and targeted interventions to support the learning of all children.
- Teachers plan for learning with their stage partners across different timescales. All teachers develop effective whole-year plans allowing them to have a clear overview of the experiences and outcomes that will be covered. Senior leaders support effective regular planning sessions with groups of teachers. This enables all staff to gain a helpful overview of children's learning and progress.
- Teachers use a variety of progression pathways effectively to plan learning and teaching. Staff use the local authority-approved dashboard to monitor and track attainment across literacy, numeracy, and health and wellbeing. This provides clear information on children's progress, including those who are care-experienced, impacted by poverty, and those with additional support needs. Staff are developing an understanding of the importance of data to plan learning and, alongside senior leaders, are analysing their class data effectively to plan targeted interventions and support for learners. Children's engagement is tracked across all stages. This information has led to improved pedagogical skills and improved attainment in literacy and numeracy.

2.2 Curriculum: Learning pathways

- Teachers take good account of national guidance and national Benchmarks to develop programmes of work and assess children's progress. They adapt Falkirk Council's Local Authority Progression Pathways appropriately to suit the school's context, planning curricular experiences that support children in accessing their entitlement to a broad general education.
- Children's curricular experiences are enhanced through various partnerships, including specialist staff from other establishments, for example, in music, and physical education. A few children also access support from tutors and have opportunities to develop skills in playing instruments. Children learn French, Spanish, and Scots language as they progress through the school. Teachers should revisit their 1+2 languages approach to ensure children's skills are built progressively as they move through the school.
- Teachers plan effectively for children to learn about life, learning, and work. They should continue to plan meaningful opportunities for children to develop these skills progressively. Teachers plan appropriate experiences across curricular areas and often involve children in choosing learning contexts linked to their interests. Staff are reviewing how they plan and organise learning across curricular areas to further improve the curricular offer.
- Teachers plan relevant opportunities for outdoor learning, enabling children to develop skills and deepen their understanding of different topics. Staff should increase outdoor learning within the school grounds, review the outdoor learning offer and develop progression in children's skills.
- Staff provide children with a range of experiences which use technology across different curricular areas. Children have opportunities to be digital leaders. Staff should consider how digital leaders can contribute to further developing the curriculum. Children who require extra support have access to technology which enables them to fully experience the curriculum.
- As part of improvement planning, senior leaders and staff should further review and improve progression pathways. This will ensure that children experience breadth and depth across all curricular areas.

2.7 Partnerships: Impact on learners – parental engagement

- Parents speak positively about transitions from nursery into P1 and from P7 into secondary, including the high level of support for all children. This includes opportunities to visit their new classes and learning environments. Arrangements made for those children who require support at points of transition are appreciated by parents.
- Senior leaders have improved the way they communicate and share information with parents, including through an online platform. It is now more relevant and consistent. There are increased opportunities to hear about what and how their children are learning. Parents say they feel better informed about their child's learning and progress.
- The Parent Council works closely with the school, primarily to fundraise for resources that enhance and improve children's experiences. They support well special events for children, including discos and fayres. The Parent Council have a very positive relationship with the headteacher and the wider school team. The Parent Council is aware that its membership is currently low. As planned, they should continue to promote their work and seek to increase and strengthen their membership.

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.

3.1 Ensuring wellbeing, equality and inclusion

very 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

- Across the school, staff establish very positive and respectful relationships with children and demonstrate kindness, nurture, and care in their interactions. This reflects the school's values very well. Staff and children work together effectively to create a nurturing and inclusive school community. 'The Westquarter Way' provides a shared approach to promoting positive behaviour. This has supported children to be heard, understand feelings, consider how to repair relationships, and improve future choices. As a result, almost all children feel respected, valued, and treated fairly.
- The school's positive relationships policy outlines everyone's role in building and maintaining positive relationships. It is grounded in consistency, routines, high expectations, positive reinforcement, consequences, and rewarding effort. Children worked very well with staff to ensure that the policy reflected children's voice and rights. Staff's consistent approaches to promoting positive relationships have significantly reduced incidents of bullying. Senior leaders should work with all stakeholders to ensure they have a clear understanding of the ways in which incidents of bullying are addressed. This will support parents, children and partners to understand further what bullying is and contribute to the ongoing promotion and development of positive relationships.
- Staff care deeply about children and know them and their families very well. Almost all staff have engaged in meaningful training to support children's wellbeing, including nurture, trauma-informed practice, restorative conversations, and solution-focused meetings. A minority have trained in personal safety and guiding skills. Staff employ a range of effective inclusion strategies to ensure children who have difficulty managing their emotions are supported to remain in class and continue their learning. Working with peers, teachers have audited and improved their learning environments. Children use calm corners and sensory boxes in each classroom, which support their readiness to learn. As a result, almost all children feel safe in school and have a trusted adult they can go to when they have concerns or are upset.
- All children have regular emotional check-ins and work together, developing their meta-skills, to solve tasks during daily 'Know and Grow' lessons. They appreciate this time to prepare well for the day ahead. All staff place wellbeing at the centre of the school's work, focusing strongly on promoting inclusion for all children. Teachers support children effectively to develop a range of strategies to regulate their behaviour and emotions. As a result, almost all children demonstrate respect, consideration, and empathy in their interactions with others. Staff deal sensitively with any instances of behaviour and provide safe, calm spaces within inclusive classrooms. This enables children to manage their emotions well and quickly re-engage in learning. A staff wellbeing group provides all staff with regular opportunities to support their health and wellbeing, signposting to support organisations and discussion with

each other about issues and challenges they face. Staff appreciate the activities provided by the staff wellbeing group which makes them feel valued and cared for.

- Across the school, there is a very clear shared understanding of the wellbeing indicators. Staff support all children individually to self-assess against the wellbeing indicators on a termly basis. Staff and senior leader analyse the data from these assessments, discuss this with children and use it to provide next steps. This can include targeted support for small groups and individuals. Children speak confidently about how these approaches support them to understand their own wellbeing and that of others.
- Children have embedded successfully the United Nations Convention on the Rights of the Child into the daily life of the school, including achieving a national award for their rights work. Staff's work on children's rights leads to all children participating in a citizenship group of their choice, where they influence the wider life of the school. For example, the community group has formed intergenerational links with the local care home. Elected P7 house captains lead their houses in adopting a global goal and supporting charity work both locally and internationally. As a result, almost all children are very aware of their entitlement to have their rights respected and identify how to respect the rights of others.
- All children experience an effective, progressive health and wellbeing programme. This includes learning how to lead a healthy lifestyle through healthy eating, managing emotions, and keeping active. All pupils in P6 are trained as Young Sports Leaders. They survey all children, identify their interests, and deliver a range of lunchtime clubs to younger pupils. Children speak very enthusiastically about these clubs and the skills they are learning. As planned, senior leaders and staff should continue to identify those not participating and work together to provide opportunities for all.
- 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. Minor areas for improvement have been agreed with the school, the school-aged childcare provider, and the school meals provider.
- Children learn about world religions as part of their religious and moral education curriculum. They celebrate events from other faiths and cultures, enabling them to improve their knowledge of the world and others' values. Children are gaining an understanding of diversity, inclusion, and equality. They have a very good awareness of neurodiversity, including through events like 'Diversity Week', where pupils appreciate staff and peers sharing information about their neurodiversity. Children who take on the role of dyslexia champions visit classrooms and share information about their differences, which increases other children's understanding of different needs. Through consultation with senior leaders, they are ensuring that school policies are now dyslexia friendly. Almost all children feel they can recognise differences in themselves and others and know how to adjust their behaviours to support their peers sensitively.
- All staff understand and fulfil their statutory duties in relation to safeguarding, wellbeing, equality, and inclusion. All staff receive annual training in child protection, data protection, cybersecurity and Prevent. This ensures staff are up to date with relevant guidance and legislation. Staff work very well with a range of partner agencies to help meet the needs of children and families. These include, for example, educational psychology, occupational

therapy, counsellors, children's charities, and Child and Adolescent Mental Health Services. As a result, almost all identified children are supported to make progress with their individual targets.

- Senior leaders and staff have put in place a range of very effective interventions to support children with additional support needs. This includes small group and individual support for literacy and numeracy in 'The Lighthouse', and nurture support in 'The Glen' and 'The Haven'. Staff work effectively with children in these environments, and almost all make sufficient progress to return fully or partially to mainstream lessons.
- All staff support children very well at stages of transition. As children progress from P7 to S1, they take part in a range of well-managed activities, including cluster-wide clubs and the P7 residential trip. Children benefit from an enhanced transition which helps them build friendships and confidence prior to moving on.

3.2 Raising attainment and achievement

good

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

- Children's attainment in literacy and numeracy is good. Most achieve expected national standards at early, first, and second levels. Most children who need additional support make good progress towards achieving individual targets.

Attainment in Literacy and English

- In literacy and English, most children, including those with additional support needs, make good progress from prior levels of attainment. They attain well in listening, talking, reading, and writing at all levels.

Listening and Talking

- At all levels, most children listen well. Most engage enthusiastically in relevant discussions and conversations, asking appropriate questions. At the upper stages, increasing numbers of children are developing confidence in making speeches and delivering presentations to peers and adults on various topics, including enterprise and dyslexia. A few children, at times, lack confidence when speaking aloud in front of others.

Reading

- At all levels, most children read for enjoyment. They enjoy reading for various purposes as part of their learning in school and class libraries. This includes research and when developing presentations. They often use digital technology to support this learning. At the early stages, most children recognise different letters and read simple sentences. They use illustrations appropriately to help them understand and 'read' stories. At first and second levels, increasing numbers of children are becoming fluent readers who hold the listeners' attention. They identify various features of fiction and non-fiction texts and most answer questions on these with confidence. They enjoy predicting what might happen next in stories. Most children at first and second level know various genres and have favourite authors.

Writing

- At early level, most children write simple stories, sometimes illustrated with colourful drawings. They use capital letters and full stops appropriately when writing sentences. At first level, most summarise key points from texts with accuracy and use their imagination well. At first and second levels, children write for various purposes. Most are motivated writers who use interesting adjectives, similes, and other grammatical features to enhance their work. At second level, most children plan and organise writing well, including extended pieces. They use paragraphs appropriately to make specific points and apply imagery effectively to improve their writing. They use techniques such as intricate detail when describing fictional characters. They know their audience and use engaging openings and conclusions in their stories. At second level most children proofread and edit drafts independently, using feedback to improve their work. They write informative speeches and create digital

presentations, for example, when putting themselves forward as house captains or informing others about dyslexia. Across the school, children should continue to improve their handwriting, spelling, and use of punctuation.

Numeracy and Mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics.

Number, Money and Measure

- Across the school, children develop their mental agility well and know strategies for solving number problems. This is leading to improvement in mental agility at all stages. At early level, most children count accurately to 20 and count forwards and backwards using a number line. They add and subtract within 10 and relate routines and events to times and seasons. At first level, most children order numbers accurately and are developing a good understanding of place value. They do not yet fully understand 12-hour time and need to develop their skills in using analogue clocks. At second level, most children round numbers to the nearest 100, 1,000, and 10,000. They use a range of strategies for multiplication. A few need to improve their ability to connect number processes to solve multi-step problems and consider the accuracy of their answers. They identify and discuss equivalent forms of common fractions, decimal fractions, and percentages. Most children confidently understand negative numbers and identify familiar contexts in which they are used.

Shape, Position and Movement

- At early level, most children name, sort, and describe a range of common two-dimensional shapes. They recognise and repeat simple patterns. At first level, most children use correct mathematical language to describe the properties of common three-dimensional objects, including face, edge, and vertex. Most children can name the four points of a compass. At second level, most children have a secure understanding of mathematical language such as acute, obtuse, straight, and reflex to describe, classify, and draw a range of angles. They are less confident in using language associated with circles. Most children confidently explain the purpose and use of scale, for example, using different scales for floor plans and roadmaps.

Information Handling

- Across the school, children record and interpret data in a variety of ways. At early level, children use pictograms and bar charts to record information. At first level, children extract key information from a range of data sets to ask and answer questions. At second level, most children confidently display and interpret a range of data, including line graphs and Venn diagrams. They should now be given opportunities to use digital technology to create, analyse, and manipulate data for a range of purposes through the use of tables, pie charts, and spreadsheets.

Attainment over time

- Children's attainment in literacy, English, numeracy, and mathematics has improved in recent years. Most children who have not yet attained expected national standards are making good progress from prior levels of attainment. Most children with additional support needs have achieved personal targets in literacy and numeracy. Children's progress in other curricular areas is tracked using curricular pathways. Senior leaders should continue to build on existing tracking systems across other curricular areas to ensure that children are making suitable progress.
- The data provided by the school shows that attendance is in line with the national average. Children are frequently presented with information about the importance of good attendance and its positive impact on attainment and achievement. The school works well with families

to improve the attendance of those who face barriers to attending regularly. This includes supporting children to have breakfast in school and, where necessary, providing items of uniform and appropriate resources for learning. Senior leaders work closely with children and their families who would benefit from the use of a part-time timetable. This is used for a short period of time to support a child's learning and best meet their needs.

Overall Quality of Learners' Achievements

- Children achieve and succeed within and beyond school in various aspects. Their confidence and wellbeing are improving due to these achievements being valued, recognised, and celebrated in school. Children gain important skills for learning, life, and work, including resilience, communication, and negotiation. They understand how these help them now and recognise they are acquiring key skills for the future. Senior leaders should further develop their systems by monitoring the skills that children are developing through their achievements.
- Children are developing important skills such as problem-solving, overcoming challenges, and teamwork through engaging in various leadership roles. These include acting as dyslexia champions, house captains, and members of sporting teams and citizenship groups. Their participation in 'Young Leaders' training enables them to develop key transferable skills, which they apply in other areas such as chess and science, technology, engineering, and mathematics. Their skills in financial management, debating, and undertaking market research in real-life contexts are improving through various enterprise activities. As a result of this involvement, children are developing a sound sense of responsibility and contribute effectively to school life.

Equity for All Learners

- Staff are effectively addressing challenges faced by children and families. They use PEF and other available resources appropriately to implement bespoke interventions. These supports are improving individual children's attainment. Children's writing, mental agility, and health and wellbeing are improving as a result of well-thought-out interventions by staff and key partners. Staff are successfully reducing attainment gaps at P2, P5, and P6. Children with additional support needs are achieving and making appropriate progress through relevant interventions, frequently involving other agencies.
- Most children receiving support through PEF are on track to achieve expected levels of attainment in literacy and numeracy by June 2026. Others are making appropriate progress towards achieving individual targets. At early and first levels, attainment is improving, and the gap is closing for particular children in writing. Further intervention continues to be needed for identified children.

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.