

Summarised inspection findings

Carntyne Primary School

Glasgow City Council

25 November 2025

Key contextual information

Carntyne Primary is a non-denominational school serving the Carntyne and Riddrie area of Glasgow. There are 333 pupils on the school roll, arranged over 13 classes. Seventy-four percent of children reside in Scottish Index of Multiple Deprivation data zones 1 and 2. Approximately one third of children are in receipt of free school meals. Eighty-four percent of all children are recorded as having an identified additional need and 24% of children have English as an Additional Language (EAL). The headteacher has been in post for 16 years and is supported by one acting depute head teacher, two principal teachers and one acting principal teacher. The senior leadership team has regular class commitment. Recently there have been significant changes in the senior leadership team and staffing across the school.

1.3 Leadership of change

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

- The headteacher, ably supported by the depute headteacher, principal teachers, staff, and children, work well together to create an inclusive, nurturing, friendly, and caring school environment. Senior leaders and staff have a strong understanding of the school's socio-economic context. Positive relationships are at the heart of the school. All staff demonstrate a good understanding of the range of children's needs and provide effective support to address these.
- The core values of respect, honesty, inclusion, kindness, and resilience are consistently evident throughout the school environment. Most children demonstrate a clear understanding of these values and can talk about their meaning confidently. Parents, children, and staff agree that the values are relevant and well aligned with the school's vision 'Come in and SHINE at Carntyne'. Overall, staff discuss the values regularly. This supports children to live the school values and demonstrate them through positive behaviour. Staff reinforce the values through assemblies and acknowledge them through praise awards. Both staff and children consistently model these values in their interactions and relationships.
- All staff demonstrate a commitment to children's rights. Staff and pupils are developing a clear understanding of the United Nations Convention on the Rights of the Child (UNCRC). This is reflected in the approaches to respectful relationships, inclusive decision-making, and through creating a respectful and inclusive school culture. Staff should now embed the understanding and purpose of the UNCRC further within the wider curriculum.
- The headteacher works well with the newly established senior leadership team. Over the last session they have led an ambitious plan to improve the school. This is based on a clear understanding of strengths and areas to develop. Senior leaders guide the pace of change well. This is ensuring that areas for development are accurately identified and acted upon. New approaches, such as creating inclusive classrooms and calm corners, have been introduced to

help staff improve inclusion, learning and teaching. This is having a positive impact on children's readiness to learn and improved children's engagement in learning experiences. However, progress with some areas of school improvement have been impacted by staffing changes.

- Senior leaders have developed a school improvement plan for session 2025/26 correctly identifying areas for improvement that will have the biggest impact on improving outcomes for children. These are clearly aligned to the measures of success. Senior leaders draw on a range of evidence, including self-evaluation, staff feedback, quality assurance findings, and attainment data, to guide improvement. Senior leaders should now increase the involvement of parents, and children in setting improvement priorities. This should promote greater ownership and understanding of improvement across the school community.
- Staff embrace positively the support and strategic direction offered by senior leaders. All staff feel the school is led and well managed. Staff feel very well supported by senior leaders and benefit from strong collaborative teamwork with their colleagues. Senior leaders ensure all staff have dedicated time to learn and improve their teaching. Staff use this time well, for example, taking part in collegiate learning activities and collaborative learning enquiries. Senior leaders and teachers take part in useful professional discussions. These approaches to professional learning support staff well to enhance their skills in line with the school improvement priorities and personal learning goals.
- Almost all staff show dedication and eagerness to learn and improve their skills. The majority of staff take on leadership roles. For example, lead teachers and coordinators effectively lead change across the school. Their leadership has a positive impact on outcomes for children. In particular their work on improving children's readiness to learn and enhancing learning environments is better supporting children's engagement in learning and in the wider life of the school. Most staff share their skills and ideas with each other. This is helping the whole team build their capacity. Support staff provide valuable help to children who need additional assistance with their social, emotional and wellbeing needs.
- Senior leaders and staff have a strong understanding of the school's community and the needs of all children. Most of the school's Pupil Equity Funding (PEF) is used to fund additional staff who support learning, wellbeing and inclusion. Senior leaders should involve parents and children more in decisions about how this funding is spent. They should make sure that the way they check and measure the impact of all PEF activities is clear, reliable, and shared with the school community. This should help senior leaders show how PEF is helping to close the poverty-related attainment gap.
- The majority of children in P4-7 take on leadership roles and contribute to decision-making through groups such as the pupil council, sports leaders, transition buddies, and rights respecting committee. Children involved speak enthusiastically about their roles and the achievements their groups have made. For example, children in the pupil council have helped to make improvements to the school lunch menu. Senior leaders and staff should now consider ways to involve children in P1-P3 more meaningfully in leading improvement.

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

- Senior leaders and staff work well together to create a nurturing and inclusive ethos underpinned by the school values. Staff know children and families very well and have established high quality relationships to support all children. Relationships between staff and children, and among children are warm and positive. Older children support younger children well and are positive role models. For example, they lead games and activities in the playground and through blending buddies they help the younger children reinforce their learning through the use of technology. Children and staff are proud of their school and feel valued. Most children are respectful, polite and well mannered.
- Most children are developing a growing awareness of their rights within the school and the wider community. They are beginning to understand how these rights relate to their everyday experiences and learning. The school community is proud of achieving a national accreditation for promoting children's rights. This reflects the nurturing and inclusive environment. Staff should continue to build on this work by embedding rights-based language and values across the curriculum. This should further strengthen children's understanding and application of their rights.
- Overall, behaviour across the school is positive. Staff build strong relationships with children and respond to behaviour in a calm and consistent way. They use well planned strategies and restorative approaches effectively to help children manage their feelings and actions. Classrooms include calm spaces that children use to self-regulate or co-regulate with adult support. When behaviour affects learning, staff apply these strategies with growing confidence and success. Teaching and support staff work closely together to maintain a shared approach to promote engagement and positive behaviour. This is helping children feel safe and supported. Staff should now focus on ensuring a few children re-engage more fully with their learning after a period of dysregulated behaviour.
- In the majority of lessons, children enjoy the tasks and activities teachers provide. This is helping them stay engaged in their learning. Where learning is well matched to children's needs and there is appropriate challenge and support, children focus well on what they are learning. However, in too many lessons the pace of learning is too slow. As planned Senior leaders should support teachers to provide the right level of challenge for children in their learning. This includes ensuring that tasks are clearly matched to the needs of learners and have appropriate pace.
- Children in P1 to P3 benefit from learning through play. Teachers create attractive and well-organised environments that promote creativity, curiosity, and independence. A balance of adult-led, adult-initiated, and child-initiated experiences supports children well to make choices and take increasing responsibility for their learning. Teachers are developing their skills in observation to identify next steps and respond to individual needs. As planned, staff should

continue to build on this approach by extending play pedagogy as children progress through the school. This should help build on their previous experiences and support children to be confident and curious learners.

- In a majority of lessons, teachers explain tasks clearly and children understand the purpose of learning and explain how they will be successful. However, this is not yet consistent across the school. Teachers should now provide more opportunities for children to set and reflect on their own learning targets. This will help them understand better their progress and next steps in learning.
- In the majority of classes, children make choices about aspects of their learning. For example, using 'what we know, what we would like to learn' discussions in social subjects and in learning that makes links across different subject areas. Teachers should involve children more meaningfully in leading their own learning to promote engagement and independence.
- In the majority of lessons, teachers use questioning well to support children's understanding of key learning concepts. A few teachers use skilled questioning to enhance and extend further children's understanding of their learning. Staff should now review their questioning strategies to ensure higher order thinking skills are developed progressively and are consistent across the school. This should help children to deepen their understanding and foster their critical thinking skills.
- A minority of staff use feedback effectively which helps children understand what they have done well and what they need to improve. However, overall feedback is limited and not yet of a consistently high-quality. As planned Senior leaders should now support staff to develop a consistent approach to verbal and written feedback. This will help children understand their progress and support them in setting achievable and challenging learning targets.
- Staff use a variety of digital tools well to enhance learning and teaching. This includes tablets for interactive tasks, programmable toys to develop early coding skills, and laptops for research and presentation. These resources help children engage more deeply with learning across the curriculum. Staff should now ensure that digital literacy is developed through a planned and progressive approach across the curriculum. This should help children develop their knowledge and skills further and build effectively on what they have already learned.
- Staff use a variety of assessment approaches including the 'say, write, make, do' model, to deliver termly assessments across the curriculum. Teachers engage purposely in a range of moderation activities within the school and across the learning community. They have recently focused on writing. This is beginning to support them to have a better understanding of the Benchmarks and national standards. They work collaboratively with stage partners to discuss and evaluate children's learning. Staff should continue to strengthen their shared understanding of expectations and national standards by engaging in a wider range of moderation activities with colleagues out with their own school. A broad range of assessment information is used to support professional judgements of Curriculum for Excellence levels. The Challenge Leader of Learning works closely with staff to analyse assessment outcomes and inform planning. This process is helping teachers to effectively identify children who require additional support and implement targeted interventions. Early evidence suggests that these supports are beginning to have a positive impact on outcomes for identified learners. Senior leaders should now ensure that assessment is fully embedded within classroom planning, so that it consistently informs teaching and supports improved attainment for all.
- Senior leaders have strengthened systems for tracking and monitoring children's progress. This has led to more focused and purposeful discussions among staff about children's progress in

their learning. Teachers engage well in termly reviews of literacy and numeracy, using assessment information to identify children who require additional support in their learning. The headteacher should ensure that all staff use information about the progress all children are making in their learning to inform more effectively teachers' planning. This should help maximise children's progress in their learning and increase children's engagement across the school.

2.2 Curriculum: Learning pathways

- All teachers use local authority progression pathways and planners across all areas to support them to plan children's learning. These support teachers to plan learning which helps children to build on prior learning experiences. Teachers should continue to develop further meaningful links across curricular areas to ensure children can apply their knowledge and skills across the curriculum. This will help children to build skills progressively across all curricular areas and make connections in their learning.
- Teachers work effectively with other organisations and partners to make the curriculum more relevant and purposeful for children. For example, teachers work closely with charities that help promote wellbeing, particularly at P6 and P7. This is helping children to progress positively and move successfully to their next stage in learning. In addition, members of the local community, a local war veteran, active schools, a community radio station and the parish church all offer children experiences that enhance their learning. This strong partnership work helps children feel more confident as learners and more connected to their community and the wider world.
- All children receive their full entitlement to two hours of high-quality physical education each week. Teachers use the local authority progression trackers successfully to plan a range of experiences and skills in physical education.
- All children receive their entitlement to modern languages through a progressive learning pathway. Children from P1 to P7 receive their entitlement in French and children from P5 onwards learn Scots. The school is also introducing BSL as a fourth language.
- Children learn science, technology, engineering and mathematics (STEM) skills progressively from a range of engaging activities. They learn to problem solve in real life contexts.
- Children's experience of high-quality outdoor learning is not yet consistent across the school. In a few classes children engage in regular outdoor learning which enhances their knowledge of the local area. Senior leaders recognise that outdoor learning is in the early stages of development. They should now develop a strategic and progressive overview of outdoor learning which clearly identifies the skills and knowledge children will develop. This should help ensure that children build effectively on what they have already learned.
- All children receive their entitlement to religious education and religious observance. Children participate in weekly assemblies which focus on children's rights and the school values. They should further enhance the programme by offering lessons that help children understand and respect different cultures and promote equality. This should help children learn, appreciate and respect different perspectives from the world around them. Staff work well in partnership with the local parish and attend services within the church.
- Children benefit from well-stocked, well organised and inviting library areas which provide reading materials covering a wide variety of texts. Children enjoy selecting books to read. This helps foster a love of reading. Senior leaders and staff should now work with children and families to select books for their library that further promotes and celebrates diversity and culture.

2.7 Partnerships: Impact on learners – parental engagement

- The majority of parents are satisfied with the work of the school and feel the school is well led. Parents value the care and support children receive from staff in school and most believe that children are treated fairly and with respect. They would welcome more regular and timely communication from the headteacher and staff about the work of the school. Senior leaders should provide more streamlined communication channels and more opportunities for parents to work with their children within the school environment.
- The family worker provides a strong link between families and the school. Senior leaders and the family worker provide regular coffee morning sessions creating a comfortable and welcoming environment for parents. This supports parents to build good relationships with the school and access available supports that they may need to help better support their child.
- The Parent Council works very closely with school staff, engaging in open and honest conversations about what is working and what needs to improve. They meet regularly and ask for and act on ideas. Additionally, the Parent Council supports the school well with fundraising activities and events, including subsidising outings, purchasing sports leader hoodies, and fund school events. They effectively support the school with reducing the cost of the school day.

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

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

- Staff are skilled at identifying and responding to children's wellbeing needs, with a strong commitment to upholding their rights. As a result, children experience trusting and respectful relationships with staff, which reflect the school's core values. This helps children feel secure, valued and respected, enabling them to engage confidently in their learning.
- All children complete a range of wellbeing assessments throughout the year. They use these to reflect on their wellbeing, identifying strengths and aspects where they might need extra help and support. Senior leaders and teachers evaluate this data well and identify any actions that need to be taken to address concerns. This includes focused discussions within classes, one-to-one support, small group sessions and collaborating with a range of partners. This ensures that children feel their concerns are listened to and acted upon.
- Senior leaders have prioritised support to improve children's confidence, curiosity and motivation to learn. All staff have taken part in meaningful professional learning. For example, staff have engaged in professional learning that helps them to support children effectively to build their resilience and, understand their behaviour. This has helped staff to develop a strong, shared understanding of how wellbeing affects learning and achievement and create nurturing environments. Staff know and care for each child as an individual, offering sensitive support when needed. Pupil transition buddies play a valuable role in supporting children who feel anxious about coming into school. These buddies help ease anxiety at key times of the day, for example, through offering encouragement and reassurance when children arrive in the morning. This approach helps build confidence and a sense of belonging among younger children. Staff use emotional check-ins well to help children to express how they are feeling. As a result, these targeted approaches have contributed to a more settled and purposeful learning environment, with most pupils demonstrating positive behaviours.
- Teachers and support staff collaborate effectively with a range of external partners such as educational psychologists, play therapists, and the family worker. This collaborative working helps teachers to better meet the different social, emotional and wellbeing needs of targeted children well. However, support for pupils requiring additional learning support within the classroom remains inconsistent, particularly in how tasks are adapted to meet learning needs. Senior leaders should now prioritise strengthening universal support strategies to ensure all children receive consistent, high-quality support within the classroom. This will enable pupils to make appropriate progress in both their learning and overall attainment.
- Teachers use local authority programmes and a social-emotional learning framework effectively to deliver health and wellbeing lessons. Staff plan whole-school activities such as Anti-Bullying Day and Internet Safety Day to reinforce key messages. As a result, children are developing successfully their knowledge of wellbeing. Staff now need to revisit the wellbeing indicators to

improve children's understanding of the language of wellbeing. This should support children to talk more clearly about their wellbeing and express their thoughts and feelings with greater confidence.

- Almost all children feel that staff teach them to lead a healthy lifestyle, by providing them with a variety of options for regular exercise. They talk confidently about how their experience at school supports and improves their physical wellbeing. Children enjoy dance and gymnastic lessons. They know that being active supports their physical and mental health. Children in P7 lead sports activities at lunchtime. They value the responsibility they have in being positive role models for younger children. This has led to a reduction in the number of negative behaviour incidents in the playground. Children also represent their school at local sporting events, such as athletics and football. These opportunities are improving children's physical fitness and developing their skills in teamwork.
- Senior leaders and staff have a strong understanding of their statutory responsibilities, including safeguarding, child protection, and health and safety. This contributes to a culture that promotes wellbeing, inclusion, and equality. The progress of children who are care-experienced or for whom English is an additional language are carefully monitored. This ensures they receive timely and appropriate support tailored to their individual needs. Building on this approach, it is important that senior leaders take proactive steps to identify young carers and ensure they are offered support to thrive both emotionally and academically.
- Senior leaders have supported staff well to develop effective child plans. This is beginning to support a greater consistency in the quality of plans. Children and their families have their views heard to help shape the support and agree children's targets. Senior leaders and staff should continue engaging with children and families to enhance the quality of children's targets, ensuring they are specific, measurable, and have clear time scales. This collaborative approach should allow progress to be effectively tracked and support to be tailored to the needs of individual children.
- Senior leaders follow local authority and national guidelines for managing and recording incidents of bullying. Most pupils feel reassured by the school's response to bullying, though a few children and parents would welcome additional guidance and support. Senior leaders should strengthen communication with families and pupils to improve understanding of what constitutes bullying, how to report concerns, and how support is accessed. This should ensure a consistent and transparent approach across the school community.
- Senior leaders and staff provide meaningful opportunities for pupils to celebrate individuality and shared values. This includes events such as diversity day, 'dress as you please', and the community inclusion event. As children explore the UNCRC, they are developing further their understanding of equity and equality. Staff should build on this foundation by increasing experiences across the curriculum for deeper and more frequent learning about equality and inclusion. This will help all children to confidently recognise and challenge discrimination, prejudice, and intolerance, and ensure that diversity is celebrated consistently throughout the school.

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 in literacy and numeracy is satisfactory. In June 2024, a majority of children at P1 and P4 achieved expected CfE levels in literacy and numeracy. Most children in P7 achieved expected CfE levels in literacy and a majority of children achieved expected CfE levels in numeracy. Across the school a minority of children could be making better progress. Senior leaders and staff need to review the pace and challenge of learning to ensure all children make the best possible progress in literacy and particularly numeracy.
- Most children require additional support with learning in literacy and numeracy. The majority of children are supported well by staff to improve their literacy skills. This is particularly evident for children who engage in well-planned literacy interventions. The majority of these children make good progress towards their own individual targets. The majority of children for whom English is an additional language make good progress in their learning from prior levels.

Attainment in literacy and English

- Overall, a majority of children make satisfactory progress in literacy and English. A significant minority of children could be making better progress.

Listening and talking

- At early level a majority of children listen to and follow simple instructions appropriately. They answer questions well about a story they know or have listened to. They would benefit from further support to identify rhyming words. Most children who achieved first level identify accurately the main points from a video or a story they have listened to. They share their opinion confidently, explaining what they think and why. A minority of children at first level would benefit from support to engage more fully in group discussions. At second level most children identify the key points of a class text. They answer questions about what happened in the text. They would benefit from further discussion of texts in order to build on the answers of others and share evidence to support their views. A majority of children at second level would benefit from developing their presenting skills.

Reading

- At early level a majority of children are developing knowledge of sounds to read texts with increasing fluency. A minority of children require further support to develop their confidence in learning sounds and reading new and unfamiliar words. Most children who achieved first level share confidently what texts they enjoy reading. They are beginning to predict accurately what might happen next in a story, using clues from the text to help them. They need support to understand the key features of non-fiction texts. At second level a majority of children are developing well the skills of skimming and scanning texts for information. They share their views well on texts read and should now extend the range of genres they experience. They should continue to extend their vocabulary through reading.

- Staff have created attractive library spaces in shared areas and in classrooms. Children across the school have regular opportunities to read for pleasure and listen to books and texts. Staff actively promote a love of reading through family reading clubs, children reading with buddies and through work with a range of partners to develop reading skills. This contributes to an ethos where reading is valued.

Writing

- At early level a majority of children write letters and simple words. A few are able to write a sentence. They are learning about simple punctuation. Children at early level need increased opportunities to write through play. A few children are reluctant to write and need to write more regularly to increase their confidence. Most children who achieved first level have regular opportunities to plan their writing using clear steps. This is helping them generate ideas and write across a range of genre. Children at first level and beyond would benefit from having a clearer understanding of their next steps in writing through developing writing targets. At second level most children learn the skills needed to write different styles of texts including reports, instructions and character descriptions. They understand the features of the different text styles. They would benefit from using feedback more often to revisit and edit their work. Across the school there is a need to further improve the presentation of written work in jotters.

Attainment in Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress in numeracy and mathematics. A few children are making good progress, and a minority could make better progress.

Number, money and measure

- Most children at early level count confidently to 20 and beyond. They add and subtract small numbers accurately and use hands-on materials to show what they know about numbers. At first level, children round whole numbers to the nearest 10 and 100 with accuracy. However, there are number of gaps in children's learning. Children now need to develop further confidence in their timetables knowledge and understanding of division. They need to revisit time, in particular analogue clock times. At second level, a majority of children read, write and order whole numbers to 10,000. They explain the link between a digit, its place and its value well. Most children show their working for calculations, including addition, division, subtraction and multiplication and confidently share their thinking processes with others. They would benefit from further exploration of fractions, decimals and percentages.

Shape, position and movement

- At early level, a majority of children accurately use the language of position and direction to follow instructions through play experiences and games. A majority of children at first level understand lines of symmetry and identify these on a range of two-dimensional (2D) shapes. They would benefit from developing further their understanding of common angles including right, acute and obtuse. At second level, children use mathematical language with increasing confidence to classify a range of angles identified within shapes and the environment. They describe 2D shapes and three-dimensional objects using appropriate mathematical vocabulary and have a good understanding of simple angles.

Information handling

- The majority of children at early level use tally marks to gather information and use this data confidently to create simple graphs such as pictographs. At first level, most children accurately gather and represent information in simple graphs and tables. Most children working at second level confidently analyse a variety of simple data. Across all stages children would benefit from developing information handling skills through real-life opportunities such as school surveys.

- Across all levels, teachers should now support children to present their numeracy and mathematics work with greater clarity and accuracy. Across all levels children would benefit from more frequent experiences to practise and consolidate key numeracy concepts.

Attainment over time

- Overall, the pace of children's progress should be improved across all stages. Staff have collated attainment data over several years, however, data over time is very variable with significant dips and peaks. Senior leaders acknowledge that not all attainment over time data is accurate. Recently introduced moderation opportunities for teachers to develop a better understanding of national Benchmarks and more robust measures to ensure data gathered is accurate should support better professional judgements. Numeracy data over time shows that attainment in most stages is decreasing. Senior leaders and staff should now develop a clear strategy for raising attainment in literacy and numeracy to help all children to reach their full potential.
- Senior leaders and the Challenge Leader of Learning meet with teachers regularly to review children's attainment data, progress and achievements. Senior leaders use data well to inform future school improvement priorities. For example, the current focus on improving approaches to teaching writing which are beginning to impact positively on children's confidence and enjoyment in writing. Senior leaders use data effectively to plan literacy and wellbeing interventions for individuals and groups. They evidence clearly the positive impact of literacy and wellbeing interventions on children's engagement in learning and on literacy skills. They should continue to gather robust data about children's progress and further support all teachers to use data more effectively to plan effective universal and targeted support. This has the potential to help all children maximise their progress.
- In session 2023-24, overall attendance was 90.6%, which is above the local authority average and below the national average. Senior leaders and staff make very effective use of the local authority policy on attendance to monitor closely the time keeping and attendance of all children. They effectively identify children who have patterns of absence including a minority of children who attend school less than 90% of the time. Senior leaders and staff successfully promote the importance of attendance through regular communication with families. They work well with partner agencies to improve attendance for identified children and families. For example, the family worker provides practical advice and strategies to improve routines and engagement. As a result, targeted children's attendance has improved, as well as the school's overall attendance, which has increased by two percent since the 2023/24 session. Senior leaders should continue to prioritise this focus on improved attendance.
- There were no exclusions in session 24-25. There are a few children on part time timetables. Senior leaders should ensure that the use of part-time timetables is used in a considered and well-managed way in line with national guidance. Staff should now meet regularly to review part-time timetables and work closely with a range of partner agencies to support learners back to full-time education

Overall quality of learners' achievements

- All children have well-considered experiences for achievement and success. Staff provide a range of sporting, musical and outdoor learning activities. These help children build their confidence and contribute well to the life of the school and wider community. For example, the annual school concerts, choir events, competitions and the celebration of Scot's language enhance children's understanding of Scottish culture and develops their skills in the performing arts.

- Children influence and improve successfully aspects of learning, life and work at the school. For example, older children are sports leaders, digital leaders of learning, members of committees and support younger children very well to settle back into class after breaks. As a result, children develop successfully their skills to be effective contributors and confident individuals. Staff should now introduce the language of skills more explicitly across the school to help children articulate the skills they are gaining through these roles.
- Children's achievements, in and out of school, are celebrated well during assemblies, in displays and school events. This helps children to understand how their contribution makes a positive difference to the school community and supports them to be responsible citizens. Consequently, children are developing their sense of self-worth and feel proud of their achievements.
- Senior leaders identify the need to track children's achievements more robustly. This will support better teachers to plan for any gaps in children's achievements and provide appropriate experiences for children at risk of missing out.

Equity for all learners

- All staff know children and families very well and this enables them to provide sensitive and tailored support to children and families. They work effectively in partnership with the Parent Council and a range of partners to provide help for families with the cost of the school day. The Parent Council provide a 'new to you' school uniform initiative which is well used. School staff also direct families helpfully to a range of services and support in the local community.
- Senior leaders and staff work very effectively with a range of partners to support children who are affected by poverty, in particular with their wellbeing and literacy. The Challenge Leader of Learning positively supports the professional development of staff in delivering interventions and teaching approaches in literacy, for example in reading and writing. Senior leaders have robust evidence of the positive impact in raising attainment for children working towards individual targets.
- Senior leaders developed a PEF Action Plan to detail the use of the significant PEF budget. This is primarily used to fund additional staffing to provide experiences which reduce barriers to learning and support to enhance children's wellbeing. A family worker has been successful in building relationships with families across the school. This is helping parents to better support children's wellbeing and play a more active role in their children's learning. School staff provide meaningful support to families. This includes offering workshops to parents covering topics which include parenting skills, adult literacy and how best to support their children's learning at home. Parents value this support and report positively on the impact. Children benefit from the investment in a play therapist who provides emotional regulation support. This has been significant in helping a few children to re-engage in learning in class. Senior leaders monitor these initiatives closely and evidence well the positive impact on children's wellbeing and engagement in learning and literacy. They should now use increased rigour to analyse and evaluate the impact of PEF on closing the attainment gap 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.