

Summarised inspection findings

Gretna Primary School

Dumfries and Galloway Council

17 March 2026

Key contextual information

Gretna Primary School is a non-denominational school serving the town of Gretna in Dumfries and Galloway. A nursery class also operates within the building. The headteacher, a depute headteacher, a principal teacher and an acting principal teacher serve as the school's leadership team. This academic session, there has been significant change within staffing. At the time of inspection there are 261 children on the school roll, taught across 10 classes. Currently, around a quarter of children are recorded by school staff as requiring additional support. The majority of children live within Scottish Index of Multiple Deprivation (SIMD) data zones 8 to 10. Approximately one fifth of children on the school roll are members of travelling communities.

1.3 Leadership of change	satisfactory
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 school's values are ready, safe, respectful and kind. Staff, children, and parents believe these are relevant for the school and reflect their aspirations. Staff refer to the values through their daily interactions and in conversations with children. Staff highlight the values prominently around the school on class charters and displays in open areas. Teachers refer to the school values when celebrating success and supporting and promoting positive behaviour. The majority of children demonstrate the values well during their learning and across the school day. As a result of this focused work, behaviour across the school is improving.
- In recent years, there has been significant change in staffing at all levels. This has slowed the pace of change and impacted on staff's capacity to sustain school-wide improvements. The headteacher started at the school in April 2023. At the beginning of this academic session, an external acting headteacher was in place. The substantive headteacher has now returned to post. She works closely with the depute headteacher and principal teachers and together they have a clear vision for driving improvement within the school. They should continue to strengthen the leadership and direction they provide and communicate this more effectively with the whole school community.
- Senior leaders have selected appropriate priorities for the school's current improvement plan, reflecting local and national initiatives. These include improving children's progress in learning and developing approaches to provide effective feedback on children's work. Senior leaders and staff have made a positive impact in developing these areas. For example, senior leaders and teachers have used a focused approach to improve children's literacy work. As result, children are using richer vocabulary and have improved their use of punctuation in written texts. As a helpful next step, senior leaders now need to develop clearer outcome statements within the school improvement plan. This will allow progress towards achieving success to be

measured more accurately. This should help senior leaders and staff to understand more fully the quality and impact of the school's improvement work.

- Staff know children and families very well. They demonstrate a sound understanding of the social, economic and cultural context of the school. They ensure that family finances are not a barrier to children participating fully and confidently in all aspects of learning. For example, they offset the cost of educational excursions where children learn and develop a range of skills out with the classroom setting. The headteacher should build on this positive practice and involve the school community more meaningfully in deciding how Pupil Equity Funding (PEF) will be spent. This should enrich decision making and help ensure that appropriate interventions are in place to support children's learning and wellbeing.
- Senior leaders have developed a range of useful ways to evaluate the quality of the work of the school. They have created a quality assurance calendar that outlines the activities senior leaders and staff undertake on a systematic basis. For example, senior leaders meet with staff each term to discuss the progress children make in their learning. They visit classes and provide feedback to teachers on how they can enhance approaches to teaching and learning. Senior leaders now need to develop this practice further and strengthen their approaches to quality assurance, making clearer links to outcomes for children. This should help to enhance continuous school improvement.
- Recently, senior leaders and teachers have developed team 'hubs' based on early, first and second Curriculum for Excellence (CfE) levels. This is beginning to provide a useful platform for staff to work collaboratively on key areas of school improvement. For example, teachers have enhanced their approaches to planning and developed further their understanding of play pedagogy. Pupil support assistants apply their professional learning well when providing targeted support. They support children to access and engage in their learning more effectively. Staff are now ready to take on greater leadership responsibilities across the school. A significant minority of teachers would appreciate the opportunity to learn and share practice with colleagues from other schools. Senior leaders should establish this positive practice to help support teachers to lead improvements. This should lead to teachers taking a greater role in improving learning, teaching and assessment and driving forward school improvement.
- Increasingly, a majority of children contribute effectively to the leadership of change and school improvement through participating in pupil leadership groups. They take on a range of leadership roles, including pupil council and playground leaders. This is resulting in positive change in a number of areas of school life. For example, pupil council members consulted with their peers across the school to select and buy new books for the library. Children are developing important leadership skills, such as communication and teamwork. Senior leaders now need to build on this practice and involve children more meaningfully in evaluating the work of the school. This should help children understand better that they are making an authentic contribution to school improvement.
- Parents influence improvement and change increasingly well within the school. The Parent Council discuss aspects of school improvement with the headteacher and staff. For example, parents worked collaboratively with staff and children to develop the school's positive relationships policy. Parents actively take on a range of leadership roles within the school. They have led and organised a number of school social activities that promote a strong sense of community. This includes a 'community school clean up' and Christmas Fayre. Senior leaders

should build on this positive working relationship and involve parents more effectively in embedding a positive collaborative approach to school improvement. This should help ensure that parents are key partners in their child's learning and support greater collaboration in school leadership.

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 welcoming and inclusive ethos underpinned by the school values. Staff know children and families well and have established strong supportive relationships. The majority of children demonstrate well the school values of ready, safe, respectful and kind. This is evident in their interactions with one another, with staff and with visitors. Children are confident learners who are proud of their school.
- In a few lessons teachers use active learning effectively to engage children. For example, children contributed to science experiments researching decomposing food. Too often in lessons children listen passively to teacher explanation and then complete a worksheet. This impacts negatively on children's engagement and motivation. Staff should increase opportunities for children to be active independent learners. This should increase children's engagement and motivation to succeed.
- The majority of children demonstrate high standards of behaviour across the day. Staff evaluate the learning environment within their classrooms and work well together to make these more inclusive. They have introduced calm corners, 'regulation stations' and lower stimulus areas which support children well to engage in their learning. Teachers and support staff understand children's wellbeing needs and provide timely and responsive support for children. This support positively impacts on children's learning and engagement. Teachers should develop this practice further to ensure that all children are appropriately supported to engage fully in their learning.
- Senior leaders and teachers have developed a useful learning and teaching framework, 'the Gretna lesson'. This is beginning to help teachers to develop a clearer understanding of high-quality learning and teaching. In the majority of lessons, teachers explain clearly the purpose of learning and help children to understand the steps they need to take to be successful. A few teachers identify and agree the measures of success together with children. Senior leaders and staff should continue to develop success criteria that clearly links to the skills children are developing. This should help all children develop a greater understanding of the knowledge and skills they are developing as a result of their learning.
- In a few lessons, teachers build on children's prior learning effectively. They use questioning most often to recall information and check for understanding. Teachers should now develop and use a wider range of questions, including those which help children to develop higher-order thinking skills. This should include helpful approaches such as providing children with appropriate time to think and respond.

- Within literacy and numeracy lessons, teachers set tasks and activities that increasingly provide learning at an appropriate level. However, a few children across the school require learning experiences that better meet their needs. This includes children who need more challenge. Overall, most children are capable of achieving more. Senior leaders and teachers need to ensure that learning experiences and tasks across the curriculum better meet the needs of all children. This should ensure that children are engaged, motivated and making the best progress possible in their learning.
- Across the school, teachers and support staff offer children regular verbal praise and encouragement. This helps children to feel confident and supports motivation. Currently, children receive limited written feedback on their work and teachers' comments most often focus solely on effort. Senior leaders and teachers should agree and develop consistent high-quality approaches to feedback across the curriculum. This should help children to understand better their strengths and how to progress in their learning.
- All staff make use of interactive whiteboards to support teaching approaches. Children use digital games to practise key skills in literacy and numeracy. At early level, children use programmable toys which supports their learning in mathematics. Specialist support teachers help children to explore and use digital technologies that help to reduce barriers to learning. For example, a few children use software to help them read and create texts. Teachers should develop their approaches to the use of digital technologies further, to promote children's engagement and reduce potential barriers to learning. Senior leaders and teachers should ensure children build on and apply their digital literacy skills across the curriculum and in different contexts.
- Staff working at early level have developed approaches to learning through play. This is having a positive impact on children's ability to apply their learning in a range of contexts linked to their interests. Children enjoy leading their own play and talk with confidence about their ideas and experiences. Teachers and support staff provide supportive interactions that help to promote children's curiosity and problem solving. Senior leaders and staff are developing a shared understanding of high-quality approaches to play. As planned, they should continue to engage with national guidance and discuss practice with other schools. This should support them to enhance further opportunities for children to develop their creativity and curiosity.
- Senior leaders and teachers have developed positive, school-wide approaches to planning in literacy, numeracy and health and wellbeing. They use well local authority and school produced progression pathways in these curricular areas. They are not yet planning progressively across all curricular areas. Teachers need to strengthen approaches to using assessment data to plan children's learning that is appropriately challenging, across all curricular areas. This should help children build on existing skills and knowledge and ensure that they experience a broad and balanced curriculum.
- Senior leaders have introduced an assessment calendar. This sets out when teachers should use standardised and summative assessments in literacy and numeracy. A minority of teachers use formative assessment approaches well to monitor children's progress during lessons and adapt their teaching appropriately. A few children use self and peer assessment effectively within lessons. Senior leaders should work together with teachers to ensure assessment activities are used more robustly to inform next steps in children's learning. This should lead to improved teacher judgement of pupil progress within and across CfE levels.

- Teachers engage with colleagues across the school in a range of informal moderation activities. They have moderated children's writing and are developing a shared understanding of what achievement of a level looks like. Teachers' professional judgments of children's progress and achievement are becoming more robust and accurate. Teachers should now use the moderation cycle to consider wider aspects of learning and teaching. They should moderate with colleagues from other schools. This should strengthen teachers' understanding of national standards and support them further in making decisions on learners' progress.
- Senior leaders hold termly tracking meetings with teachers to discuss pupil attainment and identify interventions for those children who require additional support with their learning. They have introduced a new tracking system and review evidence of children's progress in learning well. Senior leaders and teachers should build on this practice. They should ensure that tracking and monitoring activities lead to improved outcomes for all children across all curricular areas.

2.2 Curriculum: Learning pathways

- Staff have developed useful progressive learning pathways for literacy, numeracy and health and wellbeing. These help to ensure children build on what they have already learned in these areas. Teachers are beginning to develop plans for learning that make links across different subject areas. This approach to curricular learning provides children with an element of personalisation and choice. Consequently, children are beginning to influence the focus of what they learn based on their interests. Children are not yet well supported to build on their knowledge and skills in all curricular areas. Senior leaders and staff should ensure that they have effective learning pathways in place to support children's progress more effectively in discrete subjects.
- All children receive their entitlement to two hours of high-quality physical education (PE) each week. They apply their skills well during team games and understand the positive impact of sport on their physical wellbeing.
- Children across the school use and enjoy a well-stocked school library. This is helping to promote children's reading for enjoyment and enhance their reading skills. Senior leaders should ensure that texts in the library reflect the wide diversity of the school population.
- Children have opportunities to explore and learn about religious observance through a range of experiences. For example, the local minister has delivered assemblies to help children learn about harvest festivals and the Christian nativity story. Senior leaders should now ensure that children learn about religion and moral education in a planned and progressive way.
- All children currently learn French and older children also learn Spanish. This supports children to practise important literacy skills and increases their knowledge of other cultures.
- Currently, children's experience of outdoor learning at school is limited. Senior leaders and staff should ensure that they develop high-quality approaches to support children to learn outdoors, including in local contexts. This should help children to build important skills and develop their knowledge and understanding of how they can help look after the environment.
- All children develop their understanding of music well through a range of interesting and engaging experiences. For example, children develop their singing skills and learn to read simple musical scores. Children at first level learn to play the ukulele and explore traditional Scottish songs with a music specialist. A few children receive tuition for brass and percussion instruments. The school's approach supports children well to develop musical skills and talents and fosters a love of music.
- Across the school, staff have established effective working relationships with a range of partners. These partners make valuable contributions to children's achievements and learning. This includes visits by a civil engineer, a hair and beauty specialist, the police and a retail manager. This is making children's learning more relevant and connects schoolwork effectively to future opportunities.

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 value clearer and more streamlined communication from the headteacher and staff about the work of the school. Parents would welcome more frequent opportunities to learn and work alongside their children in school. For example, parents would like to learn more about teaching approaches and the curriculum their children experience. Senior leaders should provide more regular opportunities for parents to work with their children within the school environment. This should help parents understand more about what and how their children learn.
- The Parent Council support the work of the school well. Children and families enjoy the activities and events that they organise. All children benefit from monies raised. For example, they receive new learning resources for their class and special gifts to celebrate key milestones, such as starting and finishing school. The Parent Council also help staff to reduce the cost of the school day for parents. They offer pre-loved uniform and subsidise the cost of school excursions for families.

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

satisfactory

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, children and parents have worked together to agree and develop a positive relationships policy. This sets out staff approaches to promote positive interactions across the school and enhance children's engagement and self-esteem. This is used well by staff to support children to understand and demonstrate the school values. Consequently, most children feel they are treated fairly and with respect and most children feel they have someone in the school they can talk to if they are worried or upset.
- Senior leaders, staff and children have recently revised approaches to supporting children's behaviour. This includes developing playground and class charters. This is helping children understand better how their behaviour impacts on themselves and others. Senior leaders use helpful restorative strategies and resources to support children's positive relationships and behaviour. This includes children who need targeted support in this area. Teachers should continue to develop this approach across the school to promote and enhance positive relationships and behaviour further.
- Staff discuss aspects of wellbeing with children regularly. For example, children self-reflect using the wellbeing indicators three times a year. However, children are not yet confident understanding and using the language of wellbeing. Staff need to be more consistent in analysing children's wellbeing assessments to provide appropriate interventions to enhance children's overall wellbeing. This should support staff to track children's health and wellbeing across the school. Staff now need to use this important information to identify patterns and trends in children's wellbeing more effectively and provide enhanced support where required. This should support children to understand and articulate further their feelings and emotions.
- Staff work effectively together to develop an awareness and understanding of children's rights across the school community. Children have an increased understanding of equality. This is contributing to more respectful relationships across the school. Staff have undertaken focussed work on developing children's understanding of 'the 3 basic rights'. This includes the right to learn, the right to be treated with respect and the right to be safe. Staff have integrated these rights well into activities across the curriculum. As a result, children understand that they should be treated fairly and that they can ask for help if they need it. For example, children know they can ask for help from their trusted adult or teacher. Children are proud of their national accreditation they received for their work on children's rights. A few children in a pupil leadership group are successfully leading aspects of work to promote children's rights across the school. Consequently, a majority of children now have a greater understanding of their rights.

- All staff use health and wellbeing progression frameworks to support planning for children's learning. As result children are developing their knowledge and skills in how to keep healthy physically, emotionally and mentally. For example, children engage in high-quality physical activities through their PE programme and activities supported by school partners. These activities include, rugby, football and cross country running. This is helping children to have a greater awareness of how physical exercise can be beneficial to their emotional and physical wellbeing. Senior leaders and staff should review the balance of the curriculum to ensure that health and wellbeing learning activities have an increased focus as a core area of the curriculum. This should support children better to live as healthy individuals now and in the future.
- Staff regularly undertake approaches that help children feel safe and supported. Children know the importance of fire safety and participate in emergency 'lockdown drills'. This is helping children understand processes that are in place to keep them safe. Teachers have analysed the design of their classroom environments to allow children time and space to regulate their emotions. As a result, the majority of learning environments are safe, tidy and calm and support children to transition in and out of classroom-based activities effectively.
- Senior leaders encourage each class to have an emotional check-in procedure to establish how children are feeling each morning. When check-ins are used well, children share their feelings effectively and teachers identify quickly where children would benefit from additional support. Senior leaders and teachers should monitor these approaches to ensure that they are used consistently and effectively across the school. This will help all children identify and share their wellbeing concerns quickly and appropriately.
- Staff across the school, work together to promote an anti-bullying message. Children and staff have developed a helpful anti-bullying charter and are sharing its important message through displays and discussions with the school community. Children learn about anti-bullying through assemblies, displays and class lessons. However, a minority of children feel that bullying is not always dealt with effectively. Senior leaders and teachers need to ensure that anti-bullying work is delivered more consistently through the curriculum. They need to work with the whole school community to develop a shared understanding of what bullying is and how it is dealt with. This should increase children and parents' confidence in how bullying is being effectively addressed by the school.
- Staff understand and carry out their responsibilities and statutory duties relating to wellbeing, equality and inclusion. They participate in relevant professional learning. Senior leaders and staff work closely with partners when creating personalised plans for children who require additional support for their learning and wellbeing. A few children share their views about their learning, and most are involved in evaluating their own progress. Senior leaders should ensure children and parents are supported more effectively to contribute to planning and review. This should help support parents and children to have a greater voice in decisions about learning.
- Senior leaders, support teachers, and the local authority Inclusion Practice Team identify children who would benefit from the additional supports available in the 'nurture room'. Children in the nurture room experience helpful approaches to support their wellbeing, care and learning. Children's time in nurture provision is balanced well with time in mainstream classes.

- Children benefit from positive transitions into and out of the school and between stages at key milestones in their educational journey. Teachers pass on relevant information to colleagues in order to help children to progress effectively, with their learning and wellbeing. This supports children to be more ready to learn.
- Staff, children and families feel well-supported by a wide range of partners who provide supportive interventions for children and their families for a range of needs. For example, the educational psychologist delivered training to teachers and support staff on nurture, managing children's emotions and on strategies to keep children safe. As a result, children's wellbeing, engagement and learning are now being better supported.
- Children learn about issues relating to diversity and equality through assemblies, health and wellbeing lessons and across the curriculum. Children learn about world religions as part of their learning in religious and moral education. This is helping children develop further their understanding of the world, their own values and the values of others. Senior leaders and staff should now develop children's understanding of diversity further and how they can actively challenge discrimination. There is scope to use children's different experiences and cultures within the school to support children's understanding of diversity.

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 English and numeracy and mathematics is satisfactory. Across the school, the majority of children achieve nationally expected CfE levels in literacy and numeracy.
- The majority of children who require additional support are making satisfactory progress towards their individual learning targets.

Attainment in literacy and English

- Overall, the majority of children make satisfactory progress from prior levels of attainment in literacy and English.

Listening and talking

- At early level, the majority of children respond well to adults and peers and answer simple questions. They should continue to develop their skills in listening to other children and responding appropriately. At first level, the majority of children listen to others' opinions and talk and listen well during class and group discussions. They would benefit from developing their skills in delivering presentations to their peers. At second level, the majority of children discuss topics in groups and share ideas and opinions. They are beginning to articulate and express their views more confidently. They should practise applying their skills in debates.

Reading

- At early level, the majority of children are beginning to blend sounds to read simple words. They should continue to develop their skills through reading a wider range of words. At first level, most children talk confidently about their favourite books and authors and demonstrate a growing love of reading. Children should further develop their knowledge of the features of non-fiction texts. At second level, the majority of children talk confidently about their favourite books or author. Children should read across a wider range of genres and further develop their understanding of the author's style and word choice.

Writing

- At early level, the majority of children are beginning to form letters correctly, and create simple sentences. They should continue to practise writing for a range of purposes. At first level, the majority of children spell simple words with increasing accuracy. They write for different purposes well, including imaginative, narrative and functional writing. At second level,

most children plan their writing using notes and plans to help develop their ideas. Across first and second level children would benefit from developing their understanding of strategies to engage the reader.

Numeracy and mathematics

- Overall, the majority of children are making satisfactory progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, the majority of children count with increasing confidence to 20 and a few beyond. They should continue to practise forming numbers correctly. At first level, the majority of children solve calculations with three-digit numbers. They are not yet confident solving simple word problems. They should develop their skills further in mental calculations. At second level, the majority of children complete number calculations with numbers up to 100,000 and explain the strategies they use. They are not confident in understanding the relationship between fractions, decimals and percentages. They are developing their skills in calculating time durations.

Shape, position and movement

- At early level, almost all children use the language of position and direction to describe simple journeys. They are developing knowledge of three-dimensional (3D) objects and sort these using simple criteria. At first level, the majority of children plot two-figure grid references accurately. They identify and discuss the properties of two-dimensional shapes. They are not yet confident describing 3D objects using mathematical vocabulary. At second level, the majority of children identify and classify angles, including acute, obtuse and reflex. They require further practice using angles and compass points to describe journeys.

Information handling

- At early level, most children create and understand pictorial displays. They interpret these well in context, such as understanding the most popular vote for class topics. At first level, the majority of children extract information accurately from simple graphs. Children display information in charts and tables. At second level the majority of children gather and display data in a suitable way for example, reporting findings of pupil council surveys using bar and line graphs. Across first and second levels, children need to develop their skills further in using technologies to collect, analyse and display data.

Attainment over time

- Overall, the pace of children's attainment requires improvement across all stages. Staff have gathered attainment data over a few years, however data over time is not reliable. Senior leaders and teachers have identified a dip in attainment at first level in literacy and numeracy. Teachers put interventions in place to build children's knowledge and skills. This included providing targeted support for children's writing across the school using a practitioner enquiry approach. They have focussed on developing children's vocabulary, sentence starters and punctuation. Consequently, children now write at greater length and with more detail. However, this has not yet impacted on overall attainment in writing. Senior leaders and staff should ensure raising attainment in literacy and numeracy remains a key priority.
- The school's overall average for attendance in 2024–25 was 87.3%, which is below the local authority and national average. Most absences relate to family holidays and extended cultural

leave. No children attend school on part-time timetables. Senior leaders are beginning to use the attendance policy more effectively to monitor attendance and timekeeping. Staff are beginning to identify patterns of absence. Senior leaders work well with the local authority attendance officer and partner agencies to support identified families. Targeted approaches, including soft starts and alternative pathways, are supporting engagement for a few children. Attendance has not yet improved consistently over time. Senior leaders must strengthen communication with families to highlight the importance of regular attendance on improving learning.

Overall quality of learners' achievements

- Children share and celebrate their achievements with the school community during weekly assemblies and on the 'achievement tree' display. Children feel proud when they receive a 'you've been spotted' recognition or a 'bee badge' for demonstrating school values. As a result, the majority of children are developing their sense of self-worth through recognising that they have a positive contribution to make to their school community.
- Children play an active role in the wider life of the school, developing a range of skills beyond the classroom. A minority of children meaningfully participate in leadership roles which are having a positive impact on driving change across the school. These include the rights respecting and recreation group and Junior Road Safety Officers. Children compete in a range of inter-school competitions and festivals, such as in sport and music events. They demonstrate teamwork, resilience, and confidence during these events and achieve success.
- A minority of children benefit from participating in clubs and activities provided by staff and partners, including sport, creative clubs, choir and music. Senior leaders and staff should now gather information about children's participation and achievements. They should use this to plan targeted support and ensure no child is at risk of missing out.

Equity for all learners

- Staff work effectively to reduce the cost of the school day for families. For example, the cost of school and residential trips is offset by funding from grants and support from the Parent Council. All children have access to a preloved uniform bank and a free breakfast club. This is helping to reduce the financial burden on families.
- Senior leaders, local authority support teachers and staff effectively support children from travelling communities to help ensure that they feel included and are achieving. Senior leaders regularly communicate with families to ensure children are well supported to engage with learning when they return to school after periods of travel.
- Senior leaders use PEF for additional staffing. This supports the delivery of targeted interventions and universal support. For example, teachers and learning assistants provide helpful targeted support for groups of children to enhance their literacy skills and increase their engagement in learning. They can demonstrate that this work is supporting children to be more engaged and ready to learn. Senior leaders are not yet measuring the impact of PEF on children's progress and attainment in literacy and numeracy. This is an important next step that should support senior leaders and staff to select the most effective interventions.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.