

Summarised inspection findings

St Andrew's RC Primary School

Falkirk Council

18 August 2026

Key contextual information

St Andrew's Primary School is a denominational school serving communities in the town of Falkirk in the Falkirk Council area. An Early Learning and Childcare Class (ELCC) also operates within the school campus. The headteacher has been in post for four years. He is supported by a deputy headteacher and two principal teachers. At the time of inspection, 316 children attended the school across 13 classes. Of the school roll, 15% of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2. School staff report 13% of children require additional support for their learning and 6% receive free school meals. English is an additional language for 19% of children. Attendance is in line with the national average. Over the last five years, there have been no exclusions.

1.3 Leadership of change

excellent

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

- Senior leaders, staff and children have a deep understanding of and strong commitment to the vision, values and aims of the school. The school's Gospel values are peace and tolerance, integrity and justice, dignity and compassion, service and sacrifice, purity and holiness and love and forgiveness. These values underpin all aspects of the school community's approaches to improving outcomes for all children. Children demonstrate the values exceptionally well across the school day and can confidently describe their own key responsibilities in promoting school values. Staff reinforce and model the values in all daily interactions, in assemblies and in lessons. As a result, relationships across the school are highly respectful, caring and welcoming. Children are very proud of their school and demonstrate a very strong sense of belonging to the community.
- The headteacher is very highly regarded across the school community. He provides inspirational, values-led, strategic leadership for the school. The headteacher's approach, built on trust, openness and effective communication, is an outstanding strength for the school. Very ably supported by the deputy headteacher, together they have developed and implemented a clear and aspirational vision for the school. They have created a highly inclusive culture where children engage very positively and enthusiastically with their learning. Parents highly value the compassionate, supportive and visible leadership provided by the extended leadership team.
- Senior leaders and staff work very effectively with all stakeholders to ensure that the best interests of children are at the heart of all decisions. The views and opinions of children, staff, parents and partners are included fully to identify and drive forward improvements and to

monitor rigorously the impact of change. For example, the collaborative approach taken to update the relationships policy has resulted in a consistent approach to promoting and sustaining high quality relationships.

- Senior leaders very effectively empower all staff to ensure they are central to supporting continuous improvement. Together, they have established an extremely positive culture of collaboration and shared leadership. As a result, children benefit from highly inclusive and engaging learning experiences across the school. All staff feel strongly supported and valued by senior leaders and each other. Almost all teachers have leadership roles linked to school improvement priorities, and all are active members of school improvement priority working groups. Senior leaders support staff very well to develop additional knowledge and skills through a well-constructed collegiate calendar of professional learning and self-evaluation activities. This has ensured that lessons are highly engaging and appropriately challenging for all children. A significant minority of teachers are engaged in master's level study in areas such as educational leadership and Early Childhood Development. Staff have used their professional learning to lead evidence driven developments across the school. This includes introducing impactful reading supports for children with English as an Additional Language (EAL). This is ensuring all children with EAL make the best possible progress in their learning.
- All teachers make highly effective use of their annual professional review and development meetings. They identify clear targets linked to areas of individual interest and school improvement priorities. All teaching staff are engaged in practitioner enquiry linked to school priorities and the 'lesson study' peer observation programme. Staff use this robust and contextualised evidence-based learning very effectively to improve learning experiences for children. They identify and share regularly, highly impactful learning and teaching, pupil wellbeing and inclusion methodologies with colleagues. This has delivered a clear and consistent approach to engaging and inclusive, pupil led learning across the school. Senior leaders and staff are engaged in sharing these highly successful approaches for leading change with cluster and local authority schools.
- Staff have established highly effective structures to support and develop pupil leadership across the school. Children have an outstanding range of opportunities to lead clubs and committees, share their opinions, and contribute to school improvement. This includes the Junior Leadership Team who work with staff to deliver key priorities from the school improvement plan. They also use How good is OUR school? very effectively to evaluate the impact of change. This group takes part in visits to partner schools and shares how the pupil led learning approaches are improving learning and engagement in the school. One outcome of these visits was the introduction of improved 'quiet spaces' in all classes. All children strongly value having these new spaces available to support their learning and feel ownership of the change. The head and depute pupils lead liturgies, organise the Gospel Values Awards for each class and very effectively model the school values. The pupil council works closely with staff to support and improve the wellbeing of all. This session they have supported staff to develop the new wellbeing curriculum framework and introduce wellbeing surveys. Children are very proud of their important and authentic roles in supporting school improvement. They feel very strongly that they are listened to and that they are encouraged to initiate and lead change. Children are developing important skills for life, learning and work as a result of this work.
- Senior leaders and staff use a comprehensive range of self-evaluation data very effectively. This includes using feedback from pupil leadership groups, pupil and parent surveys to highlight

areas of strength and identify school improvement priorities. Staff engage in regular self-evaluation, based on *How good is our school?* 4th edition, and detailed analysis of attainment data. Senior leaders, together with staff, have used the school improvement plan to identify ambitious outcome statements. They set clear timescales to evaluate progress and plan focussed professional learning to support staff engagement and confidence. This outstanding approach has very effectively supported the development of inclusive approaches, wellbeing and the 'Pupil SkillEd' learning and teaching framework. The relentless focus on using evidence based self-evaluation to monitor the work of the school allows senior leaders to accurately measure progress and effectively manage the pace of change. All staff feel very well supported and confident in taking change forward. This has resulted in sustained very high quality learning experiences and achievements for all children.

- Leadership of change is sector leading and engages the whole school community in driving continuous improvement. The headteacher, staff and stakeholders have very successfully created an inclusive and ambitious learning environment for all children and staff. This has resulted in a school community highly committed to research and evidence based improvement. All staff are empowered, through practitioner enquiry, to lead 'tests of change' to improve the outcomes for children. These pilot studies, such as the development of the 'Inclusion Toolkit,' are rigorously evaluated before being shared across the school. This collaborative, staged approach, underpinned by highly impactful professional learning, drives improvement. As a result, teachers, children and parents are confident about change and can see the positive impacts on learning. For example, children and parent's feedback clearly points to increased and sustained high levels of engagement as a result of pupil led learning methodologies. Partners, in the local authority, recognise how this collaborative approach can support change in their own context.
- The headteacher, leaders and staff strongly recognise the importance of monitoring and evaluating the work of the school for continued and sustained improvement. They have developed a detailed and rigorous quality assurance calendar outlining the activities they undertake to evaluate the quality of the work of the school. This includes sampling children's work, visiting classes and providing feedback to teachers on the quality of teaching and learning. This is ensuring that the high expectations staff have for all children is sustained.
- The staff team know the school's social, economic and cultural context extremely well. Senior leaders use data very effectively to identify and address gaps in children's learning, including those impacted by poverty. They have established a clear strategic approach to accelerate progress in children's learning. As a result, gaps in children's attainment are narrowing.

2.3 Learning, teaching and assessment

very 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

- The welcoming, calm and nurturing ethos of the school reflects the school community's commitment to building a positive learning environment. All children feel valued, included and respected. The school's ethos is underpinned by Gospel values, the 'St Andrew's Way to Relationships' and a commitment to children's rights. Children are very well behaved, confident and highly engaged in their learning.
- Staff know all children very well as individuals and maintain consistently high expectations for everyone. They create engaging and supportive learning environments which promote wellbeing and participation. Classrooms are bright and well resourced. Teachers work collaboratively at the planning stage, to make best use of learning spaces to promote and extend children's curiosity and creativity. Learning spaces are used very well to enable learners to work cooperatively in groups, in pairs or independently. As a result, children are highly motivated and interact confidently in almost all lessons.
- Senior leaders, together with staff, have developed a learning and teaching policy that supports shared expectations for high-quality learning and teaching approaches across all stages. These approaches have been supported successfully through a range of professional learning activities including practitioner enquiry, collaborative peer observation and formative assessment.
- At the early level, teachers use national guidance to support play-based pedagogy very well. Teachers plan collaboratively to make effective use of spaces and resources. They use observations purposefully to plan learning experiences that are well matched to children's interests and learning needs. As a result, children are highly engaged and motivated. Children's progress is recorded and celebrated through the use of floor books, wall displays and shared with parents through online platforms.
- Across P3 to P7, senior leaders and staff have worked collaboratively to develop the 'Pupil SkillLed' framework. This approach outlines clear expectations for staff in planning highly effective learning experiences, interactions and spaces. Teachers plan well-considered whole-class teaching, group work and independent tasks. Children are increasingly involved in planning aspects of their learning. They have opportunities to apply their knowledge and skills in a range of meaningful contexts through 'explore and extend' tasks. This approach provides a balance of adult-led, adult-initiated and child-led experiences across the school day. As a result, children are motivated, highly engaged, and demonstrate increasing independence and

confidence in their learning. Staff are now well placed to continue to work collaboratively to develop a progressive skills framework that supports the tracking and monitoring of pupil skills.

- In almost all lessons, teachers provide clear instructions and explanations. All teachers routinely share learning intentions and success criteria. This supports children well to understand what they are learning and how to be successful. In a few classes, children have opportunities to co-construct success criteria. As a result, learners demonstrate a clear understanding of expectations. Teachers use questioning well to check for understanding. In most lessons, teachers use effective questioning to promote higher order thinking skills.
- In almost all lessons, the pace of learning is appropriate. In literacy and numeracy, lessons are carefully differentiated and matched effectively to children's needs. Staff provide children with verbal feedback about their learning. Children have opportunities for peer and self-assessment. In a few classes, teachers use focused improvement time (FIT time) effectively to provide whole class or group feedback to highlight what has worked well and what could be improved in writing. This approach is helping children understand their next steps in learning. Senior leaders should now evaluate approaches to feedback to ensure greater consistency across all classes. As planned, teachers should extend the use of FIT time to other areas of the curriculum.
- In the early stages, staff make very effective and regular use of the outdoor environment as a meaningful context for learning. This is further strengthened by a whole-school commitment to outdoor learning, including participation in an annual Outdoor Classroom Week. The school is now well placed to develop an outdoor learning programme to ensure progression across all stages.
- In most lessons, teachers make effective and purposeful use of digital technologies to enhance learning experiences. Children confidently and independently use a range of digital tools to access learning and demonstrate their understanding in different ways. For example, at first level, learners are able to use a range of digital tools to present their learning. At the upper stages, all children benefit from access to individual devices, which supports high-quality personalisation and choice. As a result, children are increasingly independent, motivated and skilled in using digital technology to support and extend their learning.
- All teachers use a range of assessment very well, to evaluate children's progress, achievements and identify next steps in learning. Senior leaders have created a helpful assessment framework. This supports teachers very well, to draw on a range of formative, summative and targeted assessments to inform teacher professional judgement. All teachers take part in a wide range of moderation activities in school. This has included a focus on literacy, numeracy and health and wellbeing. In previous sessions, staff have moderated at cluster level, and P1, P4 and P7 at local authority level. This has helped staff develop a shared understanding of national standards of progress across a level. Staff are well placed to now extend this collaborative moderation across the curriculum.
- Teachers plan weekly and termly using Curriculum for Excellence (CfE) experiences and outcomes. They make effective use of progressive learning pathways for almost all curricular areas. All teachers plan collaboratively to ensure learning experiences are progressive and meet the needs of all children. They identify opportunities for learners to apply and extend learning in different contexts through high quality assessments.

- All teachers effectively track and monitor children's progress in literacy and numeracy. Senior leaders meet with teachers termly to discuss children's progress in literacy, numeracy and wellbeing. Children who require additional support and challenge in their learning are identified and appropriate interventions agreed. As a result, children access appropriate and timely universal and targeted supports. This approach is ensuring that almost all children are progressing very well towards their expected targets.

2.2 Curriculum: Learning pathways

- Senior leaders and staff recently worked together to refresh the school's curriculum rationale. This clearly captures the school's aim to ensure children develop the knowledge, skills and attributes to flourish in life, learning and work now and in the future.
- Progressive learning pathways are in place for almost all curricular areas. Staff use these successfully to plan flexible learning pathways. As planned, senior leaders and staff should extend the use of progressive pathways to include progression within all expressive arts subjects.
- Staff ensure that in planning the curriculum they place a strong focus on responsive planning, taking account of pupil voice. All children in P3-P7 plan regularly with their teachers to 'explore and extend' their learning across the curriculum. Children have opportunities to link learning with skills for learning, life and work. As planned, senior leaders and staff should now develop a progressive skills pathway to support how children develop their skills and track their progress.
- Senior leaders have developed a 'Global Guardian Award' which provides a framework for children to undertake learning and projects linked to learning for sustainability, such as Global Goals and Laudato Si. For example, children engage well in recycling projects which develops their understanding of their role as responsible citizens.
- Children receive their weekly entitlement to two hours of high-quality physical education. Physical education lessons are taught by class teachers and a visiting specialist. All children receive their entitlement to progressive learning in 1 + 2 languages, currently learning French and Spanish from P5 to P7.
- All children benefit from weekly music instruction from music specialists. This is encouraging creativity and supporting children to develop music skills.
- Staff have established strong partnerships with the local parish and cluster partners, which enhance the delivery of religious education within the school. Children have well planned experiences linked to religion and faith which include Acts of Religious intention, Act of Worship and religious education.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff communicate very effectively with parents and carers using a range of methods and channels. Parents say that communication is strong, and they feel well-informed about the life and work of the school. Senior leaders regularly ask parents for their views about developments in the school using surveys. Most parents feel that the school takes their views into account when making changes.
- Parents say that staff know their children very well as individuals and that senior leaders and staff are highly responsive to children's learning and wellbeing needs. Teachers regularly update parents on significant moments in their child's learning through a digital platform. Throughout the course of the year, parents attend 'meet the teacher' events, parents' nights and open afternoons. Twice a year children prepare highlights of their learning which they share with parents during 'Snapshot' weeks. This is helping to ensure parents are well informed about their children's learning experiences and progress in learning.
- Almost all parents say that the school gives them advice on how to support their child's learning at home and that the school organises activities where they can learn with their child. For example, parents are invited to attend a range of workshops about wellbeing, nurture, play and early literacy. This is helping to increase parents' understanding of how they can best support their children's learning at home.
- Parent groups provide funding for resources and activities which enrich children's experiences. Parents and carers are invited to share their skills and experiences linked to the world of work. This helps children to make connections with their learning and skills for life and work. The Parent Council represent parents effectively at regular meetings with the headteacher. The Parent Council is consulted regularly about improvement priorities and how the school allocates funding.

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

- Improving children's wellbeing is at the heart of the school's approach to ensuring children thrive, achieve and are happy. All staff model and promote an ethos which is nurturing and inclusive, underpinned by the school and Gospel values. Children benefit from highly supportive relationships. Children feel cared for and parents value highly the support provided by staff.
- Senior leaders and staff have developed a range of effective approaches which promote a culture of inclusion and support. This includes a focus on regular assessment of children's needs and provision of carefully considered universal and targeted support. Staff undertake relevant professional learning to meaningfully support children's wellbeing and learning. For example, all staff received training in nurture and trauma. This has helped to ensure all staff are better able to meet the social and emotional needs of all children. As a result, there have been no school exclusions in recent years.
- Across the school, children complete daily 'check-ins' to share how they are feeling. Staff have discrete and sensitive conversations with children who have indicated that they may need support. Children evaluate meaningfully their own wellbeing through questionnaires each term. Senior leaders and staff analyse information to identify trends and individual children's needs. Parents contribute to surveys to provide a wider view on children's wellbeing. Where wellbeing assessment information indicates a collective issue to be addressed, senior leaders work well with staff and children to identify solutions. Recently, for example, children's wellbeing scores were slightly lower for 'safe.' On further analysis, a common issue was identified in relation to a few children feeling less safe when getting the bus to and from school. Senior leaders and staff worked with pupil groups to devise strategies to support children to feel safer travelling to school. This included creating clear rules and expectations for behaviour on buses. Children report that they feel safer getting the bus to school now as a result.
- Senior leaders and staff use an 'inclusion toolkit' to support children's learning and wellbeing needs. This ensures staff provide high quality and skilled support by considering adaptations to learning environments, the structure of learning and daily routines. This is helping to improve children's attention, concentration, communication and social and emotional wellbeing.
- This session senior leaders developed a 'wellbeing toolkit,' which focuses on the importance of spaces, experiences and interactions to support and enhance children's wellbeing. Staff use this toolkit to ensure classrooms and open areas are calm and organised thoughtfully. Staff model the language of emotion and modify language to support children's individual needs.

This is reducing barriers to learning and supporting children's wellbeing and progress in learning.

- Senior leaders use staged intervention processes effectively to identify and support children's needs appropriately. They plan timely interventions based on robust evaluations of children's needs and barriers to learning. Children who require bespoke support have carefully considered plans with measurable targets which are reviewed regularly. Reviews of children's progress focus clearly on solutions and take into account children's and families' views in decisions about next steps. As a result, almost all children who require additional support engage positively with learning and make very good progress in relation to individual targets.
- Staff provide high-quality targeted support to a significant number of children in a range of ways. For example, this session nurture groups are supporting groups of children to develop strategies to manage their emotions and positive relationships with their peers and teachers. This is improving these children's attendance, readiness to learn, resilience, engagement, and relationship skills very well. Senior leaders and staff ensure children have personalised targets which are evaluated to measure the impact of these approaches. Children contribute well to assessing their own targets and success.
- Children's wellbeing, learning and attendance is improved by the school's effective collaborative work with a range of partners. Partnership working with therapists, educational psychology, inclusion support services and speech and language services ensures that children access appropriate support to improve wellbeing outcomes.
- Children demonstrate a strong understanding of the wellbeing indicators and are able to talk about their wellbeing. Almost all children feel safe. They say staff know them well and almost all say they know who to talk to if they are worried or upset. Children support and help each other very well which is contributing to a positive playground and learning environment. Almost all children say that the school deals well with or that they have never experienced bullying. Children know how to keep themselves safe in a range of ways, for example, in relation to internet safety, when cooking or when using tools in woodworking areas. Children speak confidently about different strategies to help them manage emotions.
- Staff and children have a very good understanding of the United Nations Convention of the Rights of the Child (UNCRC). A children's rights respecting committee 'StAR' have worked collaboratively to achieve an award for this work. Children's rights are reflected in class charters and the playground charter which links UNCRC articles with guidance about how children can play well together in the playground. Almost all children can talk confidently about the positive benefits of children's rights in their school and home lives.
- Children have a wide range of rich opportunities to share their views and opinions including through their learning. Children enjoy participating in a wide variety of pupil leadership groups through which they influence the work and the life of the school. This creates a strong sense of responsibility and achievement. Children attend and lead lunchtime clubs which children say helps them be active, feel included and supports friendships.
- Pupil leaders recently conducted an evaluation of the school's approach to teaching and learning of health and wellbeing using How Good is OUR School? Through this work they identified an opportunity to extend learning across subjects. Children are now well placed to

take a lead role in reviewing the school's holistic approaches to wellbeing. They have the capacity to support staff to celebrate strengths in wellbeing, inclusion and equality and identify potential areas for development.

- Senior leaders and staff have a very clear understanding of statutory duties relating to additional support needs, wellbeing, equality and inclusion. The school's approaches are embedded in legislation and national guidance, such as Getting it Right for Every Child. Staff are confident in meeting their obligations in relation to child protection, safeguarding and meeting the needs of children who require additional support with their learning.
- Children benefit from well-planned universal and enhanced transitions at every stage of their learning. Children coming into P1 benefit from a highly effective transition programme. Before the end of each session, children visit their next class and teacher through 'moving-up' afternoons. These days allow them to meet and work with their next teacher. Teachers share comprehensive information about children's learning and wellbeing before transition stages. Children moving on to secondary school benefit from a well-established transition programme. Children requiring additional support benefit from enhanced engagement programmes with secondary schools to support them and their families as they move from P7 to secondary school. These approaches ensure children experience a smooth transition between stages and schools.
- Staff celebrate cultural diversity through the curriculum, assemblies and whole-school events such as the annual International Day where families are invited to cultural celebrations. Children learn about issues related to equalities which helps them to understand the importance of challenging intolerance and prejudice. This session staff worked with children to extend the range of books in the school library to celebrate diversity and difference. As planned, staff should continue to work with children and families to further develop the equalities work in the school. This will ensure the diversity of the school community is reflected in the curriculum and wider activities.
- 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 meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.

3.2 Raising attainment and achievement

very 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

- Overall, attainment in literacy and numeracy is very good. Most children in P1 and P4 are on track to achieve expected national levels in literacy and numeracy. Almost all children in P7 are on track to achieve expected national levels in numeracy and most are on track to achieve expected national levels in literacy. A significant minority of children in P7 are operating above national standards in both literacy and numeracy.
- Across the school, a minority of children are working above expected levels in reading, listening and talking and numeracy. A few are working above expected levels in writing. Almost all children who require additional support are making good progress and a few are making very good progress relative to individual targets.

Attainment in literacy and English

- Across the school, almost all children make very good progress from prior levels of attainment in reading, writing and listening and talking.

Listening and talking

- At early level, almost all children answer questions about texts to show and support understanding. Children would benefit from continuing learning to take turns when listening and talking in groups. At first level, most children ask and respond to different types of questions to show their understanding of texts. At second level, almost all children contribute a number of relevant ideas, information and opinions when engaging with others. They recognise some techniques used to engage the listener, for example, use of vocabulary, emphasis or tone.

Reading

- At early level, most children use their knowledge of sounds, letters and patterns to read words. They read aloud familiar texts with attention to simple punctuation. Children now need support to generate rhyme from a given word. At first level, most children use punctuation and grammar to read with understanding. They recognise the difference between fact and opinion. At second level, almost all children respond to literal, inferential and evaluative questions to demonstrate an understanding of what they have read. They distinguish between fact and opinion with appropriate explanation.

Writing

- At early level, most children form lower case letters legibly. They make an attempt to use a capital letter and a full stop in more than one sentence. Children should continue to be engaged

in writing and reflection on their own experiences, using appropriate vocabulary. At first level, most children are beginning to make notes to help plan writing to create new texts. They link sentences using common conjunctions. At second level when writing to persuade or express an opinion almost all children present relevant ideas and information in a logical way to convey a point of view. They use paragraphs effectively to separate thoughts and ideas. Children at first and second level should continue to be encouraged and supported to use digital technologies when creating texts.

Attainment in numeracy and mathematics

- Across the school, almost all children make very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, most children double numbers to a total of 10 mentally and use the language of before, after and in between. They require further practice of addition within 20. At first level, most children identify the value of each digit in a whole number with three-digit numbers. They use known multiplication and division facts and other strategies to find fractions of whole numbers. They would benefit from further practise in exploring different ways to use coins and notes to make amounts up to £20. At second level, almost all children round decimal fractions to the nearest whole number to one decimal place and two decimal places. They compare costs and determine affordability within a given budget.

Shape, position and movement

- At early level, almost all children recognise and describe the properties of a range of two-dimensional shapes. They would benefit from revisiting the names and descriptions of three-dimensional objects. At first level, most children know and use the compass points, north, south, east and west and find right angles in the environment. Children now need to use mathematical language to describe the properties of a range of common 2D shapes and 3D objects. Children working at second level, use mathematical language to describe and classify a range of angles. They use their knowledge of complementary and supplementary angles to calculate missing angles.

Information handling

- Children across the school develop information handling skills well using a range of engaging contexts. Children working at early level use knowledge of colour, shape and size to match and sort items in a variety of ways. At first level, almost all children use tables and charts accurately to extract key information. At second level, almost all children display data appropriately, choosing a suitable scale when creating graphs.

Attainment over time

- Senior leaders closely monitor the attendance of all children on a proportionate basis. They have developed strong partnerships with families and provide support for children through a range of bespoke approaches, for example a morning club and wellbeing supports. Senior leaders regularly reinforce the importance of good attendance and timekeeping through the school web site, newsletters and at school events. As a result of these approaches the school's attendance has increased over the past three sessions and is above the local and national average. Overall, average attendance for session 2024/25 was 93.8%. There are 14% of children with attendance lower than 90%. There are no children currently on part time timetables.

- Senior leaders continuous focus on raising attainment has supported a sustained improving trend in children's attainment outcomes. Senior leaders and staff use robust systems to support the attainment over time of all children. Where children may appear to be at risk of not making expected progress steps are taken to provide appropriate interventions. Teachers complete class profiles to support children's progress at transition between stages. Children requiring targeted support benefit from well planned literacy and numeracy intervention programmes. Collectively these approaches ensure current high levels of attainment for almost all children is maintained over time. Senior leaders should now build on processes to monitor progress across all areas of the curriculum.
- Senior leaders use a wide range of data effectively to support improved attainment over time. They use data of individuals, identified groups and cohorts well to identify the impact of interventions and improvement priorities. As a result, children are experiencing learning appropriately matched to their needs.

Overall quality of learners' achievements

- Children are proud of their many achievements and the effective contribution they make to their school community. They value awards nominated by staff and their peers. Children receive certificates for displaying the school values, supporting the promotion of rights respecting work and displaying the four capacities. These are celebrated in class and at school assemblies, on wall displays, through the school newsletter and on an on-line platform. Senior leaders track children's achievements. They identify those at risk of missing out and sensitively offer support. These actions have led to almost all children being involved in activities. As a result, children feel included and are developing their confidence and resilience.
- Children learn about sustainability through participating in the school's Global Guardian Award. They participate in a wide range of activities linked to children's rights, Global Goals and 'Laudato Si' Goals. Children gain a greater understanding of their role in caring for the environment through this creative whole school approach. Older children are participating in the Pope Francis award and are engaging in activities reflecting on their journey of faith. As a result, children are building a deeper understanding of their faith and developing as responsible citizens.
- Children develop their leadership skills through a wide variety of highly effective pupil leadership groups. These provide children with a purposeful range of opportunities to lead school related initiatives. For example, the Faith in Action group has fostered community links by hosting a 'Wonderful Café' for local parishioners and parents. Children share their own skills and interests with others by organising popular pupil led lunchtime clubs. These creative opportunities to lead and participate are helping children develop as confident individuals and effective contributors.

Equity for all learners

- Senior leaders and staff have a very clear understanding of the social, cultural and economic context of the school community. Senior leaders have developed a school 'Poverty Strategy' to support children and families with costs associated with school. The strategy provides universal and discrete targeted approaches to ensure children are not at risk of missing out due to any cost relating to school-based activities.

- Senior leaders monitor children's achievements and attendance at school clubs. They discretely signpost opportunities for clubs and activities within the school and in the community to children and their families. This is supporting all children to be included and to increase equity across the school.
- The headteacher has consulted with parents and staff to create a plan to allocate Pupil Equity Funds. Children are supported well through interventions within literacy and numeracy, wellbeing and attendance. Senior leaders monitor the impact of interventions for identified children. There is clear evidence that this effective approach is improving the learning, attendance and wellbeing outcomes for these children. As a result, poverty related attainment gaps are narrowing.

Practice worth sharing more widely

Leadership of change is an outstanding strength in the school.

The headteacher, staff and stakeholders have successfully created an inclusive and ambitious learning environment for all. This has resulted in a school community highly committed to research and evidence-based improvement to support change.

- Senior leaders and staff use a range of self-evaluation approaches very effectively to identify school improvement priorities.
- Staff are empowered, through practitioner enquiry, to lead 'tests of change' and pilot studies to improve the outcomes for children.
- These pilot studies, such as the development of the 'Inclusion Toolkit,' are rigorously evaluated before being implemented across the school.
- All change is underpinned and supported by highly impactful professional learning.
- Senior leaders and staff ensure a relentless focus on ongoing self-evaluation is used very effectively to monitor progress and manage the pace of change.

As a result of this carefully managed approach, teachers, children and parents are confident about change and can see the positive impacts on learning. For example, children's and parent's feedback clearly points to increased and sustained high levels of engagement as a result of pupil led learning approaches.

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.