

# Summarised inspection findings

**Whitecrook Primary School**

West Dunbartonshire Council

16 December 2025

## Key contextual information

Whitecrook Primary School is a non-denominational primary school serving the area of Whitecrook in Clydebank. At the time of inspection, the school roll consisted of 120 children organised across seven classes. The headteacher is the head of the primary school, ELCC and specialist setting in the campus. The headteacher is supported by a deputy headteacher and a principal teacher.

The majority of children are registered for free school meals. Most children live in Scottish Index of Multiple Deprivation deciles one and two. The school reported that just under half of children require additional support with their learning and a few children have English as an additional language.

It is important to note that during the time of inspection, a few classes were working in the gym hall and in other areas of the school due to a significant refurbishment programme of the school building. The nurture room and flexible learning areas were therefore unavailable.

### 1.3 Leadership of change

**weak**

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

- Staff know the context of their community very well and work hard to support the children in their care. Senior leaders established the vision, values, and aims of the school several years ago. Staff help to embed the values of resilience, effort, achievement, collaboration, honesty (REACH) well at assemblies, in class and through displays. Children appreciate recognition for demonstrating their values through reward points and assemblies. This is helping children to develop a good understanding of the values and what these look like in action. As a result, children articulate the school values well. Senior leaders involved children in reviewing the school values, and this led to replacing 'respect' with 'resilience'. Leaders should now work with all stakeholders to ensure values align with the school's expectations for a positive ethos.
- Senior leaders use self-evaluation and analysis of their data to identify improvement priorities correctly. For example, they rightly identified the need to improve the quality of children's writing. This led to teachers in two classes working with a national programme to develop new writing approaches. Early results are promising, particularly in children's correct use of punctuation. Not all planned improvements within the school improvement plan are having a positive impact on outcomes for children. Improvements are not given enough time for change to become embedded before moving on to the next priority. As a result, the impact on positive outcomes for children is inconsistent. Senior leaders need to evaluate the pace of planned change to ensure it is appropriate and leads to secure, sustained improvement. Senior leaders create plans that are aimed to support improvement. These outline clearly actions, timeframes and intended outcomes for staff and children.

- Senior leaders recently introduced an additional review process intended to break down improvement priorities into smaller, more manageable steps and monitor teachers' progress towards achieving them. However, this approach has resulted in too much variation in implementation of priorities across the school and this has slowed the pace of change. Senior leaders should now review how they monitor the implementation of improvement priorities to ensure consistent progress towards outcomes is measured more effectively. This undermines the consistency and high expectations required to secure improvement across the staff team. Senior leaders should now review how they monitor the implementation of improvement priorities to ensure consistent progress towards outcomes is measured more effectively.
- Senior leaders have created a quality assurance calendar which outlines the range of approaches used to evaluate the quality and impact of children's learning experiences. Following self-evaluation activities, senior leaders provide individual teachers with feedback. Senior leaders have rightly identified that feedback from these activities do not lead to sufficient improvements in the quality of learning, teaching and assessment. Senior leaders must now ensure they provide appropriate and sufficiently robust feedback and advice to staff. Senior leaders need to ensure these discussions have a clearer focus on improving learning and teaching and raising attainment for all children as a priority. The resulting impact of this should be monitored with improved rigour to secure improvements to teaching, learning and assessment.
- All staff contribute to school improvement planning well. They identify strengths and areas for improvement using 'How Good is our School? 4<sup>th</sup> edition'. All teachers have responsibility for aspects of school improvement. For example, a group of staff collaborated well to develop play pedagogy at the early stages. They worked with the local authority to undertake appropriate professional learning activities that is improving their practice. This is helping them to provide experiences and outcomes for children to learn through play.
- The majority of children feel their views are taken into account. Most children in P6 and P7 have leadership opportunities, with a few children supporting school improvement. Children value opportunities to contribute to the life of their school. Children are supported well to develop the skills they need to carry out their leadership responsibilities. For example, a well planned programme to become a 'reading buddy' has resulted in children clearly understanding the important role they have in supporting their peers. They are able to explain the skills they are developing and are excited about the support they can offer younger children. The majority of children do not have sufficient opportunities to be leaders or inform changes and improvement. Senior leaders now need to ensure all children across the school have their views taken into account and experience opportunities to support and lead on areas of school improvement.
- Senior leaders, with staff, have developed, a literacy strategy. They have created a simple visual that allows staff to understand the approaches that they agree will make the biggest difference for children. Senior leaders and staff should now work with all stakeholders to widen this strategy to raise attainment. While this strategy outlines literacy approaches for teaching and learning, there is a need for staff to consider and include other factors that may be impacting on literacy attainment and achievement. For example, the strategy could be extended to also focus on better ways to meeting learners needs or achieving positive relationships.
- Senior leaders use self-evaluation in a limited way to determine how effectively Pupil Equity Funding (PEF) is spent. They should now explore ways to consult with children and families on

how PEF could be used to better support progress. They need to track closely the impact of this funding on outcomes for learners.

## 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

- Across the school, staff are kind, caring and supportive towards children. Staff understand the school's community well and embody the school values in their daily approach. They are highly supportive of one another and are positive role models for children. The majority of teachers have audited the learning environments and adapted classrooms to ensure they are inclusive. This has helped to create well-resourced learning spaces. They use visual timetables and think carefully about resources to support children's engagement. Where teachers have moved classrooms as a result of building works, most environments have been adapted well.
- Teachers' approaches to managing learning successfully varies across the school. In the most effective examples, teachers use task boards with clear routines and expectations well. This is helping children to take greater responsibility for their learning and enables teachers to use their time effectively to deliver teaching inputs to groups of children well. Senior leaders and teachers have recently implemented a new approach to lesson planning that incorporates self-directed learning tasks alongside teacher-directed group instruction. In these self-directed tasks, a minority of children do not choose the right level of difficulty to sustain their concentration to complete tasks. In a minority of classes, too many children are unsettled when learning independently and display low level disruptive behaviours that interrupt the learning of others. Senior leaders should now support staff to develop a shared understanding of effective classroom practice and approaches that will improve all children's focus, concentration and ability to learn independently. This should include reviewing the balance between self-directed learning, teacher-directed tasks and group work. Staff should help children to improve their concentration and engagement in activities. This in turn should help children to develop the skills to become more effective self-directed and resilient learners.
- Teachers plan learning effectively in literacy and numeracy to meet the needs of most individuals and groups of children. In most lessons, teachers give clear instructions and directions. The majority of teachers ensure that learning spaces are calm, well-managed and support children to settle quickly to their work. In most lessons, teachers share the purpose of learning appropriately. They identify the steps children need to take to be successful. This is beginning to help the majority of children to explain their learning and the skills they are developing. In most lessons, teachers ask questions effectively to check children's understanding and extend their learning. The majority of children understand and explain what they need to do to complete tasks successfully.
- Teachers are at the early stages of supporting children to learn through play. They have reviewed learning spaces to create opportunities for children to develop their skills and understanding through play. Teachers plan effectively a balance of adult-directed and child-led experiences. At the early level, teachers are skilled at using visuals, concrete materials and open questions to help children explain their answers. This is helping younger children build a wider vocabulary to talk about their learning. Children sustain their play and engage well with

learning led by teachers. As teachers continue to develop this approach further, they should consider how they continue to challenge the most able learners, including through providing provocations in their play. This includes when children work together across class stages, in order to better meet the different developmental and learning stages of all children.

- Teachers use interactive boards well to provide children with an interesting stimulus for learning, as well as displaying key learning points. This helps the majority of children focus on the teacher's input for short periods of time. Children enjoy using digital devices to research topics and practise literacy and numeracy skills using games. Teachers should now ensure that children are given the opportunity to apply their digital skills progressively across the curriculum.
- Teachers plan learning appropriately using local authority progression pathways in literacy, numeracy and health and wellbeing. These pathways help to provide teachers with a clear understanding of the progress children should make at each Curriculum for Excellence (CfE) level. Teachers also refer to national guidance to plan learning experiences in other curricular areas. They use ongoing assessments well in literacy and numeracy which provides sound evidence of children's understanding of key concepts. Teachers now need to provide children with more opportunities to revisit concepts more regularly. Staff should help children develop a secure understanding of important skills in literacy and numeracy. There is a need for teachers to increase the pace of learning and the level of challenge that children experience.
- Teachers have regular opportunities to moderate children's learning, examples of work and approaches to the teaching of curricular areas. For example, teachers worked with colleagues across the learning community to moderate the evidence they use to agree their professional judgments of children's progress and attainment. They draw upon learning community data and evidence to agree the focus each session. This is helping teachers to develop a shared understanding of what progress looks like at each CfE level.
- There is limited evidence of how well children are applying skills learned across the curriculum and in different contexts. As a next step, teachers need more regular opportunities to review children's progress holistically against national standards. A next step for staff is to plan opportunities for children to apply learned skills more regularly across the curriculum.
- Senior leaders meet with teachers termly to track children's progress and plan next steps in learning. This includes identifying supports for those children who require more help to achieve success. Senior leaders and staff use this information well to identify groups of learners who would benefit from targeted support. In addition, staff support children well through literacy and numeracy interventions. This is supporting a minority of children to accelerate their progress and this is beginning to close gaps in attainment. Senior leaders now need to ensure that tracking discussions lead to all staff using the agreed strategies and approaches consistently. This has the potential to help identified children to make even better progress in their learning. Senior leaders recognise the need to evidence more clearly how interventions are accelerating the progress of the most vulnerable learners.

## 2.2 Curriculum: Learning pathways

- Teachers use local authority progressive pathways, commercial planners, school-based planning, CfE experiences and outcomes and Benchmarks to plan across the curriculum. They plan discretely for literacy, numeracy and health and wellbeing. They plan topics to link learning across the curriculum. Teachers ensure they plan appropriately for needs and abilities of different children in literacy and numeracy. Senior leaders should now work with teachers to streamline planning formats. Currently, it is not clear if there is sufficient planning across all areas of the curriculum and where there may be gaps or a need to revisit key learning points. Senior leaders should develop clear planning formats to support teachers to identify clearly children's prior learning. This includes when classes move to a new stage.
- Children learn Spanish across the school, with teachers reinforcing key vocabulary by using it through simple, daily routines. This helps children reinforce their learning in conversational Spanish. Teachers also plan experiences which help children understand important cultural differences and historical events. Teachers are supported well by local authority planning and resources to provide quality learning for this language. In term three, older children also learn British Sign Language progressively.
- Children benefit from the extensive school grounds in which they have opportunities to take learning outdoors. Teachers are now developing their approaches to outdoor learning including thinking about how to make experiences progressive for children. Children are enthused when learning outdoors and have opportunities to develop their teamwork and communication skills. Older children develop their leadership skills through a partnership with environmental organisations to develop outdoor experiences and enhance the forest space for their younger peers. Teachers should continue to identify opportunities for outdoor learning to help children practise skills in different contexts.
- Children experience two hours of physical education (PE) weekly. Currently, teachers are adapting their approach due to on-site building works. They are finding creative ways to deliver PE across the week such as using community spaces.
- Teachers plan learning experiences for children in religious and moral education with a focus on Christianity and other world religions. This is helping children widen their world view and learn about different faiths and cultures. Senior leaders are proactive in establishing positive partnerships with community leaders to support children's experiences for religious observance.

## 2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council works well with senior leaders and communicates with the wider school community through newsletters and social media. Senior leaders should now work with the Parent Council to broaden its role, including creating more opportunities to consult about school improvement.
- Parents are supportive of the school and appreciate the care and help from staff for their children. However, a minority of parents feel there is a lack of communication about their child's learning and development. A few parents are unaware that they can access paper copies of online homework and ask for supported access to internet services. They would welcome a return to physical books to support their child when reading at home. Although parents value the annual face-to-face parent/teacher consultations, many feel that waiting until June for their child's written school report is too late to learn about any concerns. Senior leaders and staff should review their approach to sharing children's progress with parents to ensure all parents receive information about their child at the right time.
- Parents benefited from an opportunity last academic session to learn alongside their child. Staff have already identified the need to develop this approach more fully. Parents would appreciate more family learning events to help them develop a better understanding of what their child is learning about.

## 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

weak

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, staff know the children, their needs and their backgrounds well. Children are friendly and welcoming. Staff care about children and show genuine interest in their wellbeing. Most children feel that the school helps them to become confident and that they enjoy learning.
- In the majority of classes, staff review their environment well to support inclusion and promote engagement in learning using a helpful auditing tool. Most staff have adapted breakout spaces and support due to on-site building works. Senior leaders and staff undertake regular training in nurturing approaches and are aware that these approaches are central to supporting children's wellbeing. However, there are significant weaknesses in how staff manage children's behaviour. There is a need for staff to develop and build children's skills to self-regulate their emotions and behaviours. Although younger children are calm, well-behaved and respectful towards their teachers and peers, this is not sustained as children progress through the school. In a minority of classes, children require greater support to understand the expectations of behaviours towards their peers and staff. The local authority should now support further senior leaders and staff to improve positive relationships, employing a consistent and agreed approach to managing dysregulated and low-level disruptive behaviour.
- Senior leaders provide individual support for children to manage their emotions out with the classroom. This support has resulted in targeted children regulating their behaviour more effectively and spending more time in class. However, a few children have become overly reliant on this approach. Children often remove themselves from classrooms to seek out senior leaders as a first response. This can make it hard for teachers to maintain authority and for children to recognise the role of class teachers in supporting their wellbeing. Senior leaders now need to support staff to develop their confidence and capacity to deliver first-line emotional regulation strategies within classrooms. This has the potential to better support teachers to lead and direct the support that children require.
- Almost all children feel that staff teach them to have a healthy lifestyle. During health and wellbeing lessons, children consider aspects of healthy lifestyles and making choices. For example, they have a good understanding of how much sugar is hidden in food. This is helping children make more informed decisions about what they are eating. Children benefit from being active through a range of physical activities provided by school staff and partners. For example, children visit a local college and work with coaches to learn about different sports. As a result, they are developing their gross motor skills, developing teamwork and forming positive attitudes to being active.

- Children self-evaluate their wellbeing twice a year using developmentally appropriate tools. Senior leaders are at the early stages of tracking children's wellbeing to identify emerging patterns and trends. Senior leaders review incidents where children have displayed risky behaviour. This is beginning to help staff identify any patterns across the school. Senior leaders have worked with a few children's parents alongside partners to create individual emotional and behavioural visual support plans that outline how children should be supported. This is helping staff notice and respond to early signs that children need support and the appropriate strategies to use. Senior leaders must now establish robust planning and monitoring processes and carry out appropriate risk assessments for all children requiring this support. This will help staff better identify, track, and respond to factors affecting children's wellbeing.
- As a result of annual training and guidance, all staff understand and apply the statutory requirements and codes of practice in relation to child protection. Senior leaders provide regular opportunities for the school community to understand definitions of bullying and what support is available to children who are experiencing bullying. They respond effectively to and record bullying incidents. A majority of children feel that they are treated with respect by their peers but a minority of children disagree that the school deals well with bullying. As a next step, senior leaders should continue to work with children to understand and address children's concerns around respect and bullying. Senior leaders and staff need to help all children feel safe, valued, and confident in their relationships with others.
- Most teachers have a good understanding of the range of children's needs within their classes and how to support these effectively. Support staff provide interventions for small groups and individuals to develop numeracy, literacy and health and wellbeing skills well. Where appropriate, senior leaders collaborate well with partners and specialist staff such as educational psychologists and speech and language therapists. Senior leaders and staff develop plans for children who require significant additional support, and progress against targets set within these plans is reviewed regularly with children, parents, and partners. A few learning plans need adapted or refined to have greater impact. Senior leaders should now work with staff to set clear, meaningful targets and monitor progress closely to ensure all support planning processes lead to meaningful positive outcomes for children.
- A minority of children have opportunities to participate in a range of leadership groups. They are developing well their skills for learning, life and work through their participation. A small group of children have recently been appointed as 'Wellbeing Ambassadors'. They are beginning to explore ways to promote and advance children's rights within the school community. Senior leaders should proceed with plans to extend leadership opportunities so that all children can develop key leadership skills and take on meaningful responsibilities.
- Staff implement well-established transition programmes that support children effectively as they move into P1 and from P7 to high school. Early engagement in school activities helps nursery children transition smoothly to primary. Senior leaders and staff work closely with the cluster high school to support P7 to S1 transitions, providing early opportunities for children to build relationships with secondary staff, such as through art lessons led by a high school teacher. Where appropriate, individualised enhanced transition programmes further support children's confidence and reduce anxiety about moving to high school.
- Staff provide opportunities for children to learn about aspects of diversity through assemblies and class topics. Children are at the early stages of developing a shared understanding of equality, inclusion and diversity. Staff should provide increased opportunities for children to understand, promote and celebrate diversity. This will help children fully understand their place

in the world as global citizens and develop their skills to understanding and tackle discrimination and intolerance.

- 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 and the school meals provider.

## 3.2 Raising attainment and achievement

**satisfactory**

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

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

### Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is satisfactory. The majority of children across P1, P4 and P7 achieved nationally expected levels of attainment in literacy and English and numeracy and mathematics in June 2025. At all stages, there are children who have achieved expected levels of attainment but have gaps in their learning. Teachers need to ensure concepts are revisited regularly to support children to develop a secure knowledge and sharp recall of facts. This should help them apply their learning to different contexts and increase their pace of learning.
- Most children who require support for their learning are making satisfactory progress towards individual targets.

### Attainment in literacy and English

- Across all levels, the majority of children are making good progress in reading and writing. At early level, the majority are making good progress in listening and talking. A minority of children are capable of achieving more. Across first and second levels, the majority of children are not yet making sufficient progress in listening and talking.

### Listening and talking

- At early level, most children listen well to adults and answer simple questions about texts. At first level, a minority of children ask and respond to different types of questions and identify key ideas within spoken texts. They need more support to develop further their ability to build on the contributions of others. At second level, the majority of children explain important techniques to engage the listener when delivering a presentation. Across the school, a minority of children do not always have the skills to listen well to their teacher or to each other in groups. They require more structured opportunities to develop their group and class discussion skills.

### Reading

- Across the school, regular visits to the library support children to access a wide variety of texts and this is supporting children to enjoy reading for pleasure. At early level, the majority of children read common words and sound out simple, unfamiliar words correctly to read sentences. They identify key features of texts, such as the title and blurb. They need to be given more opportunities to read aloud regularly to develop quicker recall of common words to aid fluency. At first level, the majority of children read with accuracy, paying attention to simple punctuation. A minority of children need to be encouraged to use more expression when reading aloud. At second level, the majority of children ask and answer literal and evaluative questions successfully. They need more practice answering inferential questions. Across first and second levels, children need more opportunities to explore writers' use of language and techniques. This will develop further their comprehension skills.

## Writing

- At early level, the majority of children write simple sentences independently. They use their knowledge of phonics to spell simple words successfully. A few are still developing their use of full stops at the end of sentences. At first level, the majority of children create texts in a logical order with a clear beginning, middle and end. A minority are beginning to use complex punctuation to make their writing more exciting. At second level, the majority of children use paragraphs to separate their thoughts and ideas well. A few children across first and second levels need more support to plan their writing. A next step is for children to be encouraged to increase the amount they write. Across all levels, most children need more practice in applying their writing skills to other areas of the curriculum.

## Attainment in 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 add and subtract within 10 and work out missing numbers on a number line to 20. The majority of children at first level have a sound understanding of place value. They round numbers to the nearest 10, 100 and 1,000. They recognise simple fractions. They are not yet able to represent fractions pictorially. The majority of children at second level round whole numbers to two decimal places. They recognise a range of fractions but require support to represent these as a decimal or percentage. Children at all levels need help to consolidate number facts across the four operations, relevant to their age and stage. This should help them develop sharper recall to use these facts for more complex word problems.

## Shape, position and movement

- At early level, the majority of children recognise and name simple two-dimensional shapes. They understand and use simple positional language, including forward and backwards. At first and second levels, the majority of children name familiar two-dimensional shapes and three-dimensional objects. They need further support to use appropriate mathematical language to describe the features of two-dimensional shapes and three-dimensional objects.

## Information handling

- At early level, the majority of children add information into a simple pictograph. They answer questions about graphs accurately. Children at first level are not yet able to name a range of graphs and charts to display information. They require support to use more complex data sets to develop their skills in analysing this information. Children at second level are not yet able to explain how they could use technology and software to gather and present information. They should be supported to develop these skills and build a greater understanding for the reasons for choosing particular graphs to display data.

## Attainment over time

- Children's attendance in June 2025 was below the national average with a minority of children recorded as persistently absent. Senior leaders monitor attendance well and promote the importance of attendance through leaflets and telephone calls to families. Senior leaders report that examples of persistent absence are mostly due to holidays taken during term time. Senior leaders have been undertaking small tests of change with a few families to improve attendance. They work well with families, and partners provide support that results in improvements in attendance. For example, a few children benefit from additional outdoor learning experiences that motivate them to attend school regularly. There are currently no children on part-time timetables.

- The local authority provides accurate and helpful information to support staff to identify children who require a greater level of support with their learning. This data also supports senior leaders to understand more clearly the attainment gaps across the school. Teachers have tracked children's levels of attainment in literacy and numeracy at P1, P4 and P7 over time. Senior leaders recognise that teachers' professional judgements are not fully robust or reliable. Teachers should continue to engage in moderation activities to understand the wide range of evidence required to demonstrate accurately children's achievement of a level. This will help the staff team to understand more fully children's progress over time.

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

- Across the school, children benefit from a wide range of music, craft and sporting clubs and activities in school. Activities and experiences on offer are updated regularly to reflect children's interests. As a result, children develop their sporting skills well, including in cheerleading, rugby, netball, football and dance. Children benefit from partnerships with diverse community and charity groups, for example, links with Scottish Parasport. Staff track carefully children's participation in clubs, groups, and activities to ensure that no child misses out. Moving forward, they should now track and support children to recognise the skills they are developing as a result of their participation.
- Senior leaders and teachers celebrate children's wider achievements both within and outside school through attractive wall displays, assemblies and using online platforms. A few children regularly organise fundraising events to support charities that have helped members of the school community. Each year, a minority of children take part in a social enterprise project, designing comics which share important messages. Children are rightly proud of their national award in this area.
- Each year children have opportunities to take on leadership roles such as house captains, reading buddies, through the sports and fitness council and as part of the outdoor learning group. Children develop their social and communication skills well through these groups.

### **Equity for all learners**

- Senior leaders use PEF appropriately to ensure universal and targeted support to help children learn, develop and achieve. This includes using PEF to fund additional staffing to provide targeted support to children who need it. Funding is also used to provide extra activities which help broaden children's opportunities and skills, including outdoor experiences. In addition, support is provided to children who require additional social and emotional support. As a next step, senior leaders should now measure the impact of these interventions more rigorously to ensure that they are helping to reduce the poverty-related attainment gap.
- Most children who receive additional support for their learning are making satisfactory progress in literacy and numeracy. All staff now need to analyse more regularly the impact of interventions and class-based supports to understand what approaches are making the biggest impact on children's progress. Staff should develop a more comprehensive approach to supporting children who face barriers to learning.
- Staff are sensitive in supporting families to reduce the cost of the school day. For example, the school provides uniforms for those who need them, and resources to support children to access the full curriculum. Vouchers and access to the Christmas toy bank to support families are also provided. Children benefit from free access to hygiene products. Staff do this sensitively to support the dignity of all children and families.

## 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.