

Summarised inspection findings

Greenbrae School

Aberdeen City Council

10 March 2026

Key contextual information

Greenbrae Primary School is a non-denominational school which serves the Bridge of Don area in Aberdeen. At the time of inspection, there were 391 pupils on the school roll taught over 14 classes. Around 12% of children are registered for free school meals, which is below the national average. Almost all children live within Scottish Index of Multiple Deprivation (SIMD) data zones 7 to 10.

The senior leadership team consists of two part-time acting headteachers and an acting principal teacher. One acting headteacher fulfils a 0.6 full time equivalent (FTE) headteacher role and a 0.4 FTE deputy headteacher role. The second acting headteacher undertakes a 0.4 FTE headteacher role and a 0.2 FTE deputy headteacher role. The acting headteachers have been in post since February 2024. The acting principal teacher, who has been in post since August 2025, has a 0.7 FTE class teaching commitment. In the last two years, the school has had several changes in staffing.

1.3 Leadership of change	good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- The headteacher and school community established the school’s values of honest, empowering, achieving, resilient and respectful ‘HEART’ a number of years ago. Staff help to embed these through class discussions, at assemblies, on displays and during restorative conversations. Children appreciate the regular reinforcing of these values through a range of awards including the issuing of OSCAR (our school can achieve results) awards. This recognition is helping children to develop a good understanding of the values. As planned, senior leaders should now review the school vision, values and aims. This should help to ensure that these remain relevant and reflect the views of the current school community.
- The acting headteachers provide effective leadership and share a clear vision for improvement, which is supported by all staff. They have led the school well to drive forward school improvement. The acting headteachers have prioritised building strong relationships, fostering a positive ethos, and promoting collaboration across the school community. Staff and parents express positive views about the changes made to enhance the school.
- Senior leaders, with input from staff, produce a relevant school improvement plan (SIP) which meets the needs of the school. The SIP guides the strategic direction and pace of change effectively. For example, children are better supported in classrooms which provide consistent, well-organised spaces and resources. Within strategic plans, senior leaders should now identify

outcomes that are clear and measurable to guide improvement efforts effectively. This should help ensure that all stakeholders gain a greater understanding of the extent to which changes are leading to improved outcomes for children. Children, support staff and parents are now ready to be involved further in planning and evaluating school-wide improvements.

- Senior leaders have created a helpful quality assurance calendar which outlines the range of approaches used to evaluate the quality and impact of the school's work. Senior leaders carry out regular lesson observations, learning walks and sample children's work. They use this information well to provide individual teachers with verbal feedback detailing identified strengths and next steps. Senior leaders should build on this and ensure agreed next steps are implemented consistently and result in measurable sustained improvements in learning and teaching.
- Senior leaders work well with staff to plan and evaluate school improvement work at regular points. Staff have used *How good is our school?* 4th Edition to carry out audits on aspects of the work of the school. They use this information well to understand the main strengths and next steps. As a result, teachers have developed an increased understanding of their role in evaluating the work of the school and supporting improvements. Senior leaders should build on this to support teachers to analyse and use a wider range of data to inform decision making.
- The acting headteachers have developed a culture where most staff lead areas of school improvement. This includes specific development work and involvement in leaders of learning (LOL) groups, which align closely to school improvement priorities. The LOL curriculum group recently introduced a new reading resource for children in P5-7. As a result, children have increased opportunities to access reading materials at the correct level. Children are gaining a better understanding of the progress they are making in their reading. Teachers feel valued and identify clearly how their leadership of change is improving experiences for children.
- Teachers participate in relevant professional development and discuss this during their annual professional review meeting. They talk enthusiastically about their professional learning and its impact on their practice in areas such as assessment, outdoor learning and play. Almost all teachers have participated in learning activities to support them to assess children's progress during their learning. This helps them to identify better strengths and next steps. Teachers are beginning to engage in professional enquiry and carry out small tests of change in their classroom. Senior leaders should support teachers to continue to build on this positive practice. Senior leaders have correctly identified the need to continue to look outwards and learn from others at local and national levels. This should support them to adopt best practice and drive improvement further across the school.
- Children are polite, respectful and very proud of their school. Almost all children have leadership opportunities through leadership roles and pupil voice groups. Older children become house captains, sports captains and buddies. They enjoy providing support to younger children in the playground and during learning activities. The sports captains are teaching the nursery children a song and a dance. Children plan and lead assemblies, run popular lunchtime clubs, and organise whole-school activities such as sports day and an annual ceilidh. Children articulate well how these leadership opportunities improve their school and develop their

confidence, communication and decision-making skills. They enjoy these events and articulate clearly how they develop their skills for learning, life and work.

- Children work together well in pupil groups which focus on areas of school life, such as charity work, sustainability, children's rights and digital technologies. They are supported well by teachers to identify what they would like to improve and to organise events or campaigns. The eco group undertake litter picking and bulb planting and actively encourage all children to recycle packaging at lunchtimes. This is improving school grounds and the local environment. They provide updates on their work at assembly and through informative displays. The majority of children know that their ideas, to improve the school, are taken into consideration. Senior leaders should continue to support children to identify, lead and evaluate school-wide improvement and change.
- Senior leaders take the school's context into account when deciding how to use Pupil Equity Funding (PEF). They use this funding effectively to provide targeted literacy support, and keep parents informed about the impact of these interventions through annual improvement reporting. They should now consider how to develop further the involvement of parents and children in making decisions about the best use of additional funding. Senior leaders should also ensure that approaches to monitor and evaluate the impact of all PEF interventions are clear, robust and understood by all. This should allow them to demonstrate their success in closing attainment gaps for targeted children.

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

- Staff have created a calm, nurturing ethos, which is underpinned by the school's vision, values and aims. Positive and respectful relationships are very strong across the school and support a climate conducive to learning. Almost all children are ready, motivated and eager to learn. Children exhibit a positive attitude and are not afraid to make and learn from their mistakes. Staff and children demonstrate a commitment to children's rights.
- Almost all children display consistent and high standards of positive behaviour. All staff have clear expectations of children's behaviour and make effective use of the house system and values awards to reinforce these expectations. On the very few occasions where children demonstrate low-level behaviour this is dealt with sensitively by staff.
- Almost all teachers offer clear explanations and instructions during lessons. They use questioning effectively to check children's understanding. The majority of teachers use questioning well to establish children's prior knowledge and learning. In a few lessons, teachers use skilled interactions to promote higher-order thinking skills. Senior leaders should ensure this positive practice is used more widely across the curriculum.
- Most lessons are teacher led and are delivered to the whole class. A majority of teachers provide a variety of activities for children to learn in pairs and groups regularly. Children now need to be more active in leading aspects of their own learning. During whole class lessons, the pace and challenge of planned learning is not yet effective enough to meet the needs of all children. They should strengthen approaches to ensure all children experience appropriately challenging, well-paced learning activities, across all areas of the curriculum.
- In most lessons, teachers share effectively the purpose of the learning. In a majority of lessons, teachers create and share measures for success. In a few lessons, children co-construct the steps to success. As identified by senior leaders, teachers now need to ensure all children know and understand what they need to do to be successful. This should help children to develop as reflective learners and to understand their next steps in learning.
- Teachers provide children with written and verbal feedback. The quality of this feedback is not consistent across the school. Feedback is often too limited or unclear, which makes it harder for children to know how to improve. Teachers should ensure that all feedback links closely to the steps to success. This should support children to engage in more effective self and peer assessment.

- Senior leaders have identified rightly the need to involve children and staff in a review of the school's teaching and learning policy. In doing so, they need to clearly identify the key features of highly-effective lessons. This should support consistency across the school.
- Almost all teachers use interactive whiteboards well to display instructions and provide information to support children. Children use digital devices confidently to access games, reinforce learning, undertake research and for word processing. Teachers and older children share learning effectively with parents on an online platform. Senior leaders recognise the need to ensure that children develop their digital literacy skills in a progressive way. Teachers should consider how they can use technology to support the individual needs of children better. For example, children should be encouraged to make greater use of speech to text tools.
- Teachers are developing approaches to learning through play. Most teachers provide opportunities for children to learn through free play activities indoors and outdoors. Older children take part in play projects. As a result, children are exploring new and unfamiliar contexts through their play experiences. Teachers would benefit from developing their current practice around the role of the adult in play to ensure their interactions extend children's learning consistently. Teachers should evaluate regularly the impact of approaches to play to ensure it results in improved outcomes for children. They should use national practice guidance as they extend their play offer across the school.
- In the majority of lessons, teachers use a variety of assessment approaches effectively to gather immediate feedback from children. This helps them check understanding and spot any gaps in learning. Senior leaders and teachers recognise the need to embed and extend these approaches so that all children receive timely support and experience appropriately challenging learning.
- All teachers engage in moderation activities with colleagues in school and across the cluster. These have focused on writing and numeracy. This has supported teachers to share and discuss standards of children's work. These opportunities are increasing teacher confidence and accuracy when making professional judgements about children's attainment. Senior leaders now need to ensure that teachers engage more regularly in a wide range of moderation activities. This should strengthen staff's understanding of national standards across the curriculum.
- Senior leaders have consulted with staff to develop a helpful assessment calendar. Teachers use a range of ongoing, periodic and summative assessments. They are now gathering robust evidence across literacy and numeracy. Teachers should now demonstrate more clearly how they use assessment information and evaluations of taught lessons to inform their planning. This will ensure learning is better matched to children's needs and help all learners make the best possible progress.
- Teachers plan collaboratively with stage partners using Curriculum for Excellence (CfE) experiences and outcomes, and progression pathways. They plan appropriately over different timescales and ensure that children build on their skills over time. Senior leaders meet with teachers termly to discuss their planning and children's progress. Children contribute to planning which involves learning across curricular areas. They should be more fully involved in planning across all aspects of their learning.

- Teachers are beginning to track and monitor children's progress in literacy and numeracy more effectively. Senior leaders meet with teachers three times a year to discuss and review progress in literacy and numeracy. They plan appropriate interventions for identified children. Senior leaders are at the early stages of tracking the impact of interventions and the progress of identified cohorts of children.

2.2 Curriculum: Learning pathways

- Teachers use local authority and school progression frameworks effectively to plan and track coverage in almost all curricular areas. These frameworks help staff ensure breadth and balance across the curriculum and enable children to build on their prior learning.
- Children benefit from a new, inviting library space with an expanded range of reading material. Recently, staff have banded books to reflect reading ages for children in P4-P7. This helps children to select books at an appropriate level of difficulty, which is improving their confidence and enjoyment in reading.
- Teachers have developed new planning and teaching approaches for religious and moral education (RME). As result, children learn progressively about Christianity and other world religions. All teachers are engaged in professional learning linking RME with outdoor learning. Children benefit from deeper, hands-on learning experiences which help them make sense of RME concepts in more meaningful and practical ways.
- Children now experience more opportunities for outdoor learning. Staff should continue to develop outdoor learning to support children to learn and build progressively on their skills and knowledge across the curriculum.
- Children receive their entitlement to two hours of high-quality physical education (PE) each week. Teachers follow a robust PE learning pathway to develop children's physical skills in a progressive and well-structured way.
- Children receive their entitlement to 1+2 language learning. They learn French from P1 onwards. Children from P5 also learn Mandarin through specialist input from partners.
- Staff have established positive partnerships with local organisations and parents. These enhance children's learning across the curriculum. Children recently took part in an art project with students from a local higher education provider. This enhanced their skills of creativity and collaboration. Other partnerships support children to develop their interests and skills in science. Staff worked effectively with parents to organise a successful world of work event. Through this event, parents shared insights into their occupations and the skills required for different career paths. This raised children's awareness of the world of work and the importance of developing skills for learning, life and work. Teachers should help children recognise the skills they're developing, both in and out of school, and understand why those skills matter in the real world.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents state that the school is well-led and managed. They recognise and value the positive impact the acting headteachers have had on the ethos of the school.
- Most parents report that staff know their children well as individuals. Staff have established positive relationships with parents who feel that the teachers in the school are friendly, supportive and approachable. Almost all parents are comfortable approaching the school with questions, suggestions and concerns.
- Staff communicate with parents in various ways including through termly newsletters, planned events and online applications. As a result, most parents receive helpful, regular feedback about how their children are learning and developing. A minority of parents would like clearer information on a more regular basis on how their children's learning is assessed. Staff provide parents with opportunities throughout the school year to support their child's learning. This includes performances, open afternoons and enterprise events. Parents would welcome further opportunities to learn alongside their children in school.
- The school is currently supported well by an active Parent Council and Parent Teacher Association (PTA). These two groups are in the process of merging into one. The PTA support fundraising for resources, activities and experiences to enhance learning. Members of the Parent Council are supportive of the school's improvement work and are keen to be more involved in informing this work. They were recently involved in shaping aspects of the school's positive relationships policy. The revised policy clearly outlines staff and pupil expectations in this area and what parents can do to help. Senior leaders should support the Parent Council to expand the role they currently have in the life and work of the school. The majority of parents believe that they are encouraged to be involved in the work of the Parent Council and that they are kept informed of their work.

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, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff have worked together well to establish a caring and supportive school culture. Children are welcoming and kind. This is supported well by staff's shared commitment to and use of the clear positive relationships policy. As a result, children benefit from a safe and nurturing environment in which they can learn.
- Almost all staff ensure that promoting positive wellbeing for children is an integral part of daily life in the school. Teachers evaluate and track individual children's wellbeing regularly over the school year, using the wellbeing indicators. Using this information and additional methods, staff ensure children receive timely, targeted interventions that improve their wellbeing. Staff were able to identify concerns around body image and plan work to help address this among older children. This enhanced children's confidence and self-esteem. In all classes children discuss very frequently different aspects of their wellbeing and why looking after their wellbeing is important. Children have a strong understanding of their wellbeing.
- Across the school, children benefit from a strong emphasis on learning about their rights. Staff integrate this well into activities and events. As a result, children express their opinions and articulate the importance of respecting other people's dignity.
- Staff undertake regularly a range of approaches which ensure that children feel safe and supported. Staff sought and listened to children's views about their safety in school. Children felt that expectations were not always clear and that not everyone showed respect. Using this information, staff have worked with children to develop well-understood 'class charters' and 'playground charters'. These charters provide clear expectations and support children well to feel safe and respected in school.
- Children are well supported by calm learning environments from the moment they start school. Teachers have reviewed the layout of their classroom to promote inclusion. They provide dedicated resources and spaces, such as calm corners, to support children to regulate their emotions. This approach helps children who may struggle in classroom settings to settle effectively or increase their time in mainstream classes.
- Staff have focused successfully on supporting and promoting children's emotional wellbeing and mental health. Children engage in emotional check-ins on a daily basis in class. This helps them to develop further their language and confidence around emotions and their own wellbeing. It also supports teachers to identify instances where children may be unhappy and intervene, as appropriate. Teachers have been able to successfully identify and intervene to

support individuals or groups of children to deal with challenges, such as friendship issues. Senior leaders should work with staff to establish a more consistent whole-school approach and common language to support emotional self-regulation across the school. This should help children to continue to develop more effective approaches to manage their own regulation as they progress through the school. Cohorts of children have also benefited from targeted support from partners. Older children reported improved self-esteem after engagement in additional interventions to support this.

- Children are well-supported by the health and wellbeing curriculum. They learn about issues such as emotional resilience, substance misuse and online safety. Children benefit from high-quality physical education lessons and a wide range of additional sporting activities at lunch and after school. Greater numbers of children now engage and enjoy physical activities and sports. This supports very effectively children's understanding of how to be healthy and active.
- Staff have an appropriate understanding of their responsibilities and statutory duties relating to wellbeing, equality and inclusion. They understand the importance of ensuring interventions are in place for children who may face barriers to their learning. Staff discuss regularly with senior leaders the interventions being undertaken with individual children and consider what changes may be required. This ensures that children receive timely, targeted support that removes barriers to learning, leading to improved progress, wellbeing, and inclusion.
- 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.
- Senior leaders follow appropriate procedures in evaluating the need for children to have support plans for their learning or wellbeing. Children benefit from well-considered strategies that meet their needs. In a few cases, senior leaders could improve the effectiveness of support planning by ensuring strategies to support children are reviewed more comprehensively and more frequently. In these few cases, they should also more clearly reflect the views of children and their parents. This should support more children to progress and achieve their best outcomes.
- A few children benefit from additional supports such as the Nurture Room and the Rainbow Room. Staff ensure these spaces are well-designed and carefully managed to support the wellbeing, care and progress of children effectively. They have a very clear focus on supporting and developing individual children in a nurturing environment. Staff in both rooms consider carefully the balance of children's time in these spaces and in mainstream classes. Almost all identified children are increasing their time successfully in mainstream classes.
- Care experienced children and children who have English as an additional language benefit from bespoke plans and interventions, where appropriate. This includes support from partners. As a result, children are well supported and are making better progress.

- Teachers work well with the local secondary school to develop enhanced, individualised transition programmes for children experiencing barriers to their learning. This supports identified children well with their learning as they move forward.
- Most children who have experienced bullying feel that staff deal with it well. Staff have recently developed refreshed anti-bullying guidance. As planned, senior leaders should work with children and families to create child-friendly and parent-friendly versions. This should help children to more confidently identify situations involving bullying within and beyond the school and seek support.
- Increasingly, children are learning about issues relating to diversity and equality. This is supporting children's learning about the world. Almost all children are becoming more aware of issues such as cultures beyond Scotland, neurodivergence or the LGBT+ community. They do this through class novels, learning projects or through health and wellbeing lessons. Most children report that the school is helping them to respect and understand other people. At present, there is not a clear overview or strategy to plan for children's learning in these areas and children's experiences and knowledge are therefore inconsistent. A few children, who are involved in the rights respecting or health and wellbeing LOL groups, are at the early stages of considering what actions can be taken on these issues. Senior leaders and staff should develop further planned learning experiences on diversity, inclusion and protected characteristics that build children's knowledge and skills over time. This should help to develop further children's understanding of the world around them.

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. In session 2024-2025, most children at early level achieved expected CfE levels in reading, writing and numeracy and the majority in listening in talking. The majority of children at first level achieved CfE levels in numeracy, reading and writing and most in listening and talking. At second level most children achieved CfE levels in reading and listening and talking and the majority achieved in writing and numeracy. A significant minority of children could be making better progress.
- Most children who require additional support for their learning are making good progress towards their individual learning targets in literacy and numeracy.

Attainment in literacy and English

- Overall, the majority of children are making good progress in literacy and English.

Listening and talking

- At early level, the majority of children listen well when working directly with the teacher. They are beginning to develop their skills in answering questions. The majority of children are developing further their skills in talking and listening during free play. Children need to develop their skills in sharing their learning with their peers. At first level, most children communicate well with adults and peers. They listen and respond in respectful ways. At second level, most children listen well to instructions and respond to the ideas of others appropriately. Across first and second level, children need to develop further their talking and listening skills during class discussion and apply these more consistently across the curriculum.

Reading

- Most children at early level, recognise initial sounds and are beginning to blend sounds together to read simple words. They should continue to practise recognising familiar words in their environment. At first level, the majority of children answer questions well demonstrating their understanding of the text. They read aloud with fluency and expression. They talk confidently about favourite authors and genres, giving reasons for their choices. They should practise making a few short notes during or after they read a text. At second level, most children answer different types of questions about texts. They would benefit from further practice developing their skills in predicting, analysing and summarising texts.

Writing

- At early level, the majority of children are becoming more confident in forming letters correctly. Most children use drawings well to share their ideas for stories. They should continue to practice writing from left to right and leaving space between words. At first level, the majority of children understand how to improve their writing, for example by using adjectives, speech and adverbs. They use appropriate punctuation confidently. At second level, the majority of children use emotive language along with detailed description in their texts. They are confident in using paragraphs to separate thoughts and ideas. At first and second level, children need to create extended texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.

Numeracy and mathematics

- Overall, the majority of children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children are confident counting accurately and adding numbers within 10. They are not yet confident doubling numbers up to 10. At first level, the majority of children count in tens and hundreds from a range of starting points and identify the value of digits in three and four-digit numbers. They need to develop their understanding of fractions. At second level, the majority of children complete three-digit addition and subtraction calculations with confidence. They calculate profit and loss accurately. Across first and second level, most children rely on written methods for calculating addition and subtraction. They should be supported to learn and practise a greater range of mental strategies.

Shape, position and movement

- At early level, most children identify and sort two-dimensional shapes and three-dimensional (3D) objects. At first level, the majority of children name common 3D objects. They are not yet able to describe their properties with confidence. The majority of children recognise symmetrical pictures. They need to consolidate their understanding of lines of symmetry. They are not yet able to correctly identify right angles. At second level, the majority of children identify a range of angles and measure and draw these accurately using appropriate equipment. They need to develop their understanding of the links between compass points and angles.

Information handling

- At early level, most children answer questions about simple graphs. At first level, the majority of children present data using tally marks correctly. At second level, the majority of children interpret data from a range of charts and diagrams. They are developing an understanding of chance and probability. Across the school, children need to develop further their skills in collating and displaying data in a variety of ways, including the use of digital technology.

Attainment over time

- Senior leaders recognise that previous methods used to collect attainment data were not consistently reliable. Therefore, the school lacks accurate historical data on attainment. The acting headteachers have begun to introduce more effective processes to assess and track children's progress in literacy and numeracy. Attainment figures in recent years remain steady, with decreases and increases in a few areas and stages. Senior leaders recognise that they need to analyse attainment data for specific groups and cohorts of learners. This should

support them to identify patterns and trends in order to support improvements in attainment for all.

- Senior leaders effectively monitor attendance and late coming as part of the school's quality assurance activity. In recent years, the school's overall average attendance has been in line with or above the national average. In June 2025 this was 92%. A few children have an attendance rate of below 90%. Staff work with targeted groups of children and their families. They provide well-considered and sensitive contact and interventions. As a result, most children's attendance is improving. Currently, no children attend school on a part-time timetable.

Overall quality of learners' achievements

- Children's achievements are celebrated well through assemblies, achievement displays in class and corridors. Achievements are shared across the school and home through an online platform. Children receive gold awards for achievements in class work and 'OSCARS' for demonstrating the school values. Children are excited by these awards and are proud of their successes celebrated in these ways. This supports children's confidence and motivation to do well.
- The majority of children take part in at least one of the wide range of lunchtime and after school clubs which help them develop new skills and interests. Older children lead a variety of lunchtime clubs successfully for younger children. House captains and sports captains organise tournaments, and an annual ceilidh dance. Through these opportunities, children develop leadership, teamwork and organisational skills. Sports captains track children's participation and evaluate sporting performances during organised tournaments in sports, such as football and basketball. Sports captains nominate children for a 'Most Valuable Player' award. These activities support children to develop as confident individuals, responsible citizens, effective contributors and successful learners. Strong partnerships with external organisations further enhance children's skills in areas such as football, dance and tennis.
- Staff are beginning to track the activities that children take part in. As a next step, senior leaders should build a clear picture of each child's involvement so they can identify children who might be missing out. They need to ensure that all children have equitable access to these valuable opportunities.

Equity for all learners

- All staff know their families well and recognise when children may face barriers to their learning and wellbeing. Senior leaders use PEF to provide additional staffing and resources focused on raising attainment in literacy. Pupil support staff deliver targeted literacy programmes to improve children's reading skills. This support is beginning to impact positively on children's progress. Staff and senior leaders are not yet able to evidence how this support is reducing attainment gaps for targeted groups of children over time. Senior leaders should more regularly and robustly evaluate these targeted interventions to ensure that they raise attainment and accelerate children's progress.
- Senior leaders work effectively with the Parent Council and PTA to help reduce the cost of the school day. They ensure that all class trips and the residential experience for children in Primary 7 are subsidised. Staff ensure that no child misses out due to cost and parents are

signposted to grants available. Staff encourage parents to bring in used school uniforms. This provides a valued uniform bank for families. Senior leaders need to continue to consider ways to more effectively measure and monitor the impact of these universal supports upon outcomes for children's attainment and achievement over time.

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.