

# Summarised inspection findings

**Westruther Primary School**

**Scottish Borders Council**

**31 March 2026**

# Key contextual information

Westruther Primary School is a small, rural, non-denomination primary school situated in the village of Westruther, Scottish Borders.

The school is led by a headteacher and is supported by a depute headteacher. Both the headteacher and depute headteacher took up their posts in January 2026. They are also the headteacher and depute headteacher at another local school under a shared headship agreement.

At the time of inspection, the school roll was 14 children arranged across one class. A minority of children require additional support with their learning. In September 2024, all children lived in decile 7 of the Scottish Index of Multiple Deprivation. In September 2024, no children at P6 or P7 were registered for free school meals.

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| 1.3 Leadership of change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | good |
| <p>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:</p> <ul style="list-style-type: none"><li>■ developing a shared vision, values and aims relevant to the school and its community</li><li>■ strategic planning for continuous improvement</li><li>■ implementing improvement and change</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |
| <ul style="list-style-type: none"><li>■ Staff explore the school values of successful, motivated, ambitious, resilience and tolerant (SMART) with children frequently and meaningfully during assemblies and in class discussions. These values are understood well by all children. Staff and children demonstrate the values very well in their interactions with each other. As a result, there is a calm, purposeful and happy ethos across the school. Children are very well-behaved and respond very well in lessons. The school vision of ‘small schools do big things’ supports children to strive to do their best.</li><li>■ In the short time he has been in post, the headteacher has very quickly established trusting and productive relationships with children, staff, parents and partners. He provides strong, effective leadership underpinned by his encouraging and calm approach. He has an aspirational vision for the school and is creating a collaborative and supportive culture. This is encouraging all staff to be reflective in their practice to improve outcomes for children.</li><li>■ Staff use questionnaires regularly to seek the views of parents and children to inform changes to improve the school. As planned, the headteacher and staff should now extend this approach to involve the whole school community and key partners in school improvement planning processes.</li><li>■ Staff have created a useful quality assurance calendar which outlines activities to monitor the effectiveness of the work of the school. They gather helpful information from sampling children’s work, talking to children and observing classroom practice. The headteacher</li></ul> |      |

observes learning and teaching twice per year and teachers from across the cluster observe each other teaching annually. Staff are provided with clear, written feedback which highlights what is working well and areas for further development. In addition, the headteacher holds termly discussions with teachers regarding children's attainment, progress and achievement. The headteacher should now support staff further in using this information to improve the work of the school.

- The headteacher and staff work very closely with cluster colleagues to identify improvement priorities. These improvement priorities are based on cluster self-evaluation information. Staff should now review the impact of the school's work using *How good is our school?* 4<sup>th</sup> edition. This should support them to use the information gathered to identify better key areas for improvement. Moving forward, the headteacher should focus improvement priorities more closely based on school self-evaluation information. He should ensure that improvement priorities are specific and appropriate to the school. This should ensure school improvement processes have a greater impact on children's outcomes.
- All staff are determined to make a positive difference to children's lives. They have a strong focus on improving outcomes for children. Staff engage well with the professional review and development process. The headteacher encourages staff to be reflective and supports them to identify professional learning plans that meets their individual and school needs. Teachers use these plans to support the development of their capabilities in line with the General Teaching Council for Scotland standards. For example, teaching staff have engaged in professional learning to support core improvement priorities, particularly in writing and reading. The application of this learning is evident in classroom practice. Pupil support assistants engage well in professional learning to enhance their skills in supporting children to understand and regulate their emotions. As a next step, the headteacher should support staff to measure further the effectiveness of professional learning and the subsequent impact on their practice and outcomes for children.
- All children benefit from a range of leadership opportunities. They talk passionately about the positive contribution they make to the life of the school and wider community through these opportunities. All children are members of the ECO and sustainability group. Older children have additional opportunities to be junior road safety officers or literacy leaders. These leadership opportunities are beginning to support children's development of skills for learning, life and work.
- All staff work very well together as a team. They have a strong understanding of the school's socio-economic context. They know children, their needs and their backgrounds well. The headteacher has allocated Pupil Equity Funds (PEF) to supplement staffing to provide support for children with gaps in their learning. There are currently no poverty-related attainment gaps. Moving forward, the headteacher and staff should involve parents and children more fully in determining how PEF is spent.

## 2.3 Learning, teaching and assessment

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 headteacher and staff have created a calm, purposeful and nurturing ethos, underpinned by the school values. Children benefit from very positive relationships with staff and each other, built on trust and mutual respect. All staff have high expectations of behaviour and model caring and positive actions at all times. All children have been involved in the creation of a class charter which links well to children's rights. As a result, all children across the school behave very well and feel safe in school.
- All children are highly motivated to learn and engage with tasks and learning with enthusiasm. They listen carefully during whole class inputs and interact positively with each other during group and paired activities. They demonstrate high levels of engagement and responsibility when working with others. At times, younger children disengage from learning when teaching inputs are too long and overly teacher led. Staff should review the balance of teacher-directed and independent learning to ensure all children stay involved at all times. There are various points in the school day when children are not actively engaged in learning activities. Staff need to review their teaching time to ensure that children's opportunities to engage in learning are maximised.
- Staff have developed attractive, engaging and well-resourced learning spaces. They use an auditing tool effectively to help ensure learning spaces and class routines lead to a positive learning climate. The headteacher and staff refer to a helpful learning and teaching toolkit which highlights the features of high-quality learning and teaching. This is supporting staff well to develop high-quality questioning. Staff should now revisit this toolkit to ensure that all features of high-quality learning and teaching are visible in everyday practice.
- In the majority of lessons, staff's instructions and explanations are clear. In all lessons the purpose of learning is explicit and shared with children. In a few lessons, staff need to ensure that children's tasks align more closely with the purpose of the lesson. This should support children to develop further their understanding of key concepts, particularly in numeracy and mathematics.
- Staff ensure that steps to success are visible in the majority of lessons. However, in most lessons, children are not clear about how to be successful. Staff should now develop further their approaches to sharing and involving children in co-creating their steps to success. This should support children to take increasing responsibility for their learning. In the majority of lessons, staff ensure that children at different stages in their learning are provided with different steps to success. However, across the school the majority of children are capable of

greater challenge in their learning. Staff should now ensure that all children are provided with activities which extend children's learning more effectively. This should ensure children's outcomes improve further.

- In all lessons teachers use skilled questioning techniques to extend children's thinking and encourage them to think more deeply about their learning. This supports children well to develop their higher order thinking skills. In almost all lessons, teachers provide high quality verbal feedback to help children to understand what they have done well and their next steps. However, written feedback in children's work is variable and not yet of a consistently high quality. Teachers should now develop consistent approaches to written feedback and provide children with opportunities to review and edit their work based on this. This should support children to understand how to improve the quality of their work and increase their independence in doing so.
- Staff provide a variety of high-quality outdoor learning experiences for all children. Children access and learn regularly in a variety of engaging and exciting outdoor environments, including wildlife, vegetable and community gardens. Staff provide valuable opportunities for children to grow fruit and vegetables which they then harvest, cook and share with families. Staff provide all children with regular opportunities to enhance the community through their development of the Westruther Trails. Community members and visitors to the area report that these trails are engaging, enjoyable and informative. Moving forward, staff should develop a progressive pathway for outdoor learning to ensure that children build on their prior learning and skills.
- Staff are at the early stages of developing their approaches to play pedagogy. They have developed attractive learning environments that support children to learn through play. Staff have engaged with colleagues from cluster schools to share practice. Staff should now engage with national practice guidance and seek quality professional learning opportunities to develop their understanding of what effective play pedagogy looks like. In doing so, they should develop further their approaches to consider staffs' role in observing, facilitating and extending play. They need to ensure there is a greater balance of child-initiated, child-led and adult-led experiences. This should help them to ensure all learning experiences are developmentally appropriate, engaging and allow children to develop effectively their learning through play.
- In almost all lessons staff use digital technology very well to enhance, support and extend children's learning. Older children have 1 to 1 access to tablets which they also use to support their learning at home. Younger children access regularly devices during school hours. Children complete written tasks, develop regularly their typing skills, engage with games and use a range of applications independently. Staff support a few children well to use aspects of assistive technology to support them effectively in writing. As a next step, staff should develop a digital skills progression pathway to ensure children build digital skills progressively.
- Staff make effective use of the school's assessment framework to measure and assess the progress children are making. They use summative and standardised assessments well in literacy, numeracy and wellbeing to measure children's progress. Staff use formative assessment strategies well in most lessons to check children's understanding. They use assessment information effectively to inform planning and to help identify children's next steps in learning.

- Staff provide children with regular opportunities to assess their own work and the work of others. For example, children reflect on others' talking and listening skills during group discussions. This is supporting children well to understand how to improve their talking and listening skills.
- Staff set learning targets for children in literacy, numeracy and health and wellbeing regularly during the school year. They upload and share these very effectively with children and parents using an online platform. Staff, and all older children, upload examples of children's work to demonstrate progress towards each learning target. Staff should now support children to be more involved in creating and discussing their learning targets and their progress towards these. This should support them to take increasing responsibility for their learning.
- Staff have engaged in a range of moderation with colleagues from across the cluster. This has impacted positively on the teaching of writing and listening and talking across the school. As planned, the headteacher should organise opportunities for staff to work with colleagues to moderate children's work against national Benchmarks. This should support further teachers' confidence in their professional judgements of what achievement of a level looks like.
- Staff adopt effective approaches to planning learning using the experiences and outcomes of Curriculum for Excellence (CfE). They plan successfully over the short, medium and long term using agreed planning formats. They plan learning across a variety of contexts, bundling experiences and outcomes to ensure learning is meaningful and engaging. Staff should now provide opportunities for children to have a greater say in what and how they learn. This should help to ensure learning remains motivating and relevant for all children.
- The headteacher and staff track and monitor effectively the progress and attainment of individual children in literacy and numeracy. The headteacher meets with staff three times per year to discuss all children's progress and determine actions to support any children who are not on track. The headteacher and staff should now track interventions more regularly and robustly. This should help them to identify which interventions have the greatest impact on children's progress and allow them to revise and enhance interventions which are not having the desired impact.

## 2.2 Curriculum: Learning pathways

- Staff use progressive learning pathways, which take account of the experiences and outcomes of CfE in literacy, numeracy, health and wellbeing and French. This helps children build effectively on prior learning in these areas. Staff group experiences and outcomes effectively across a few areas of the curriculum to provide learning through a variety of engaging contexts across a three-year rolling programme. They should now develop progressive pathways for all areas of the curriculum. This should help staff plan appropriate breadth, depth and progression for children's learning.
- Children are at the early stages of identifying and discussing the skills they are developing through their learning and wider achievements. Staff should now provide more opportunities for children to learn about and discuss these skills in class and during assemblies. As recognised, the headteacher should support staff to identify and track the skills children are developing. This should help them to identify and target any gaps in skills development for individuals or groups of children.
- All children receive their entitlement to two hours of high-quality physical education each week. All children feel that staff encourage them to live a healthy lifestyle and provide them with regular opportunities to exercise.
- All children receive their entitlement to the 1+2 modern language curriculum. Teachers plan progressive learning from P1 to P7 in French. Children enjoy language learning and are confident and eager to greet visitors and share their learning in French. Children across the school learn British Sign Language (BSL) as their third language. The headteacher and staff should develop a progressive pathway for BSL. This should allow children to build on their prior knowledge as they progress through the school.
- Older children have weekly opportunities to learn to play a brass instrument. They enjoy performing in front of others and occasionally join with children from local schools to play together. Children develop their confidence successfully through these experiences.
- Staff and children have created a culture of reading for enjoyment across the school. Their work in this area has been recognised through achievement of a national reading award. Children benefit from access to a well-stocked library. They visit the library often during the school day, including during intervals. This is supporting children very well to develop their enjoyment of reading.
- The headteacher and teachers provide opportunities for children to learn about religious and moral education (RME) mainly during assemblies. The headteacher rightly recognises the need to ensure all children access a broad, balanced and progressive RME curriculum. Previously, a local minister supported children's religious observance. As planned, the headteacher should develop a programme of religious observance experiences.



## 2.7 Partnerships: Impact on learners – parental engagement

- The school is at the heart of the local community. Staff work very effectively with community leaders to ensure that children have a strong sense of belonging and participation in the area and in the community. Staff have very positive relationships with families.
- Parents benefit from a range of opportunities to be involved in the life of the school. The headteacher and staff produce and share helpful parental learning guides. They also provide engaging parental workshops, such as supporting children with anxiety. As a result, all parents feel they understand how to support their child's learning at home.
- Staff use very effectively an online platform to share with parents children's targets and work. Staff provide useful comments which highlight how well children have achieved a target. Children enjoy uploading their work to share with their parents. As a result, all parents feel that they understand how their child's work is assessed and how their child's learning is progressing.
- The Parent Council is very supportive of the school. Parent members regularly raise funds to support staffs' ambition to reduce the cost of the school day. For example, they work with the school to ensure that all trips are substantially subsidised or free of charge to all pupils. All parents feel they are kept informed about the work of the Parent Council. This is supporting well parents' engagement with their children's learning.



## 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 that need to be addressed as a matter for urgency.
- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

### 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

- The headteacher and staff have a clear focus on supporting and improving children's wellbeing. Children are proud of their school and have a strong sense of belonging to their school community. All parents believe staff promote children's emotional wellbeing well and provide children with the support they need to be confident and healthy. Staff know children very well. They use this to build relationships that enable all children to feel that staff encourage them to do their best. As a result, children are extremely well behaved. Across the school, there are supportive, nurturing relationships between staff and children. Children are friendly, articulate and well-mannered. They are very considerate of one another and of visitors to the school. All children say the school helps them to become confident. All children say that they enjoy learning.
- Staff model behaviour which promotes and supports the wellbeing of all. Children are developing well an understanding of the wellbeing indicators. They are beginning to use the language of the wellbeing indicators in daily school life. They talk confidently about the importance of diet and exercise in supporting their wellbeing. They understand well what it means to be active, healthy and safe. Staff should continue to embed the language and relevance of all wellbeing indicators to help children realise the importance of them.
- Children are developing well their ability to recognise and talk about their emotions using a commercial resource. This enables them to discuss and better reflect on their own wellbeing. Children make use of different tools to share how they are feeling. They evaluate their wellbeing twice a year using developmentally appropriate tools. Regular emotional check-ins support children well to consider how they are feeling and understand their emotions. Staff track children's emotions effectively to determine patterns or trends. They use this information well to plan and provide appropriate support. All children feel they can talk to a trusted adult about their concerns. This is improving the outcomes for all children. All children report that they feel safe in school and that they are treated fairly and with respect by staff and their peers.
- Most children and all parents agree that the school deals well with bullying. A minority of children report that they have never experienced bullying. Staff have developed a useful respectful relationship and anti-bullying statement. This reflects the language of national guidance. There have been no reported incidents of bullying for several years.
- All children feel that staff teach them to have a healthy lifestyle. They experience an appropriately broad and progressive curriculum that ensures children learn about all aspects

of health and wellbeing. During health and wellbeing lessons, children consider aspects of healthy lifestyles and making choices. They have regular opportunities to be active. This includes PE lessons, outdoor learning and sporting experiences outwith school. Children are enthusiastic about the activities on offer. As a result, they understand the importance of regular physical activity on their physical and mental health. They are developing well their gross motor skills, building resilience and developing teamwork.

- As a result of annual training and guidance, staff understand and apply the statutory requirements and codes of practice in relation to child protection. They have developed robust systems to support child protection procedures and keep children safe. Staff have a good understanding of the range of children's needs within class. All parents feel that their child receives the help that they need to do well. Staff have created specific plans in consultation with parents for a few children who require significant additional support with their learning. The targets in these plans need to be more specific and measurable. The headteacher and staff should review these targets to ensure that they can more clearly measure the effectiveness of interventions which lead to improved outcomes.
- Staff engage well with a range of partners to meet children's needs. For example, they collaborate effectively with local authority inclusion services and educational psychology. Partners provide helpful professional learning for staff and supportive interventions for children. This is supporting staff effectively to plan learning that meets the needs of children who require additional support.
- Staff plan robust transition programmes which support children well as they move into P1 and secondary school. Teachers visit their partner nursery to meet new children. They invite children to participate in transition projects, classroom visits and attend sports days prior to their first day in school. These activities support children very effectively to transition successfully to school. Staff link well with the cluster secondary school to support children as they move from P7 to S1. All children engage in a variety of well-planned transition activities. For example, they participate in an outdoor residential experience with their peers from cluster primary schools. This supports them very effectively to develop positive relationships with their new peers and a few secondary staff. A few children benefit from an enhanced transition programme. This helps to build children's confidence when transitioning to secondary school.
- Children develop their knowledge and understanding of equality, diversity and some multi-faith issues during assemblies and in a few areas of the curriculum. They are beginning to develop an understanding of their rights through their focus on the United Nations Charter for the Rights of the Child (UNCRC). They are proud of being awarded national accreditation for their work relating to children's rights. Staff should now develop this work further to ensure all children fully understand their needs and rights under the UNCRC. In doing so, they should develop a strategic overview of how children learn about their rights, equalities, diversity and protected characteristics across the curriculum. Staff should ensure children's learning in these areas is progressive and coherent. They should ensure children fully understand their place in the world as global citizens. This should help children to develop further their skills and understanding to tackle discrimination and intolerance.

## 3.2 Raising attainment and achievement

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

- The number of children at each stage varies and is very small. Overall statements have been made about attainment and progress to ensure individual children are not identified. A minority of children across the school require additional support with their learning.
- Across the school, children's attainment in literacy and numeracy is good. Most children achieve nationally expected CfE levels in literacy and numeracy. The headteacher recognises that achievement of a level data is not accurate. He needs to ensure that children identified as achieving a level have done so in line with national standards.

### Attainment in literacy and English

- Overall, most children make good progress in literacy and English. A few children make very good progress. Across the school, a minority of children are capable of achieving more.

### Listening and talking

- Across the school, children are very articulate. They communicate clearly and audibly when sharing their answers, views and opinions during group and class discussions. Younger children take turns successfully and use appropriate body language during group discussions. They recognise and generate rhyming words, and hear the sounds made by a combination of letters. Older children build respectfully on the contributions of others and ask questions to clarify their understanding. They respond well to a range of questions, including inferential questions to demonstrate their understanding. Children would benefit from further opportunities to deliver presentations to a wider audience.

### Reading

- Younger children use successfully their knowledge of sounds, letters and patterns to read words. They read aloud familiar texts with attention to simple punctuation and contribute well to discussions about characters and setting. They answer well a range of questions to show their understanding of a text. A few children should take their time when sounding out tricky words. Older children explain successfully the difference between fact and opinion. Most older children read with fluency, understanding and expression. They scan text well to find information and answer accurately a range of questions, including inferential and evaluative questions. A minority of children would benefit from greater opportunities to explore and become more familiar with features of non-fiction texts. A few children should develop further their expression when reading aloud.

## **Writing**

- Younger children write to convey ideas, experiences and messages. They write sentences with increasing accuracy and form lower case letters legibly. Children need more opportunities to write independently, without relying on copying or on an adult scribing for them. Most older children use paragraphs successfully to separate thoughts and ideas. They link sentences with appropriate conjunctions, and apply spelling rules and letter sounds, to spell most common words accurately. Children should now review and edit their work based on the feedback they receive. Across the school, children need more opportunities to produce extended pieces of writing.

## **Attainment in numeracy and mathematics**

- Overall, most children make good progress in numeracy and mathematics. A few children make very good progress. Across the school, a minority of children are achieving more.

## **Number, money and measure**

- Younger children identify and write numbers to 100 confidently. They identify the number before, after and between. They accurately add numbers within 10. They need support in using coins to pay for items to 10p. Older children have a sound understanding of place value. They solve three-digit addition problems with an increasing range of strategies. A minority of older children need support to identify the relationship between fractions, decimals and percentages.

## **Shape, position and movement**

- Younger children identify one line of symmetry in a picture and draw shapes with one line of symmetry. They name familiar two-dimensional (2D) shapes. They are less confident recognising and naming three-dimensional (3D) objects. Older children confidently answer questions about direction and compass points. They accurately name properties of a range of 2D shapes and 3D objects. Older children identify a range of angles well. They are not confident with the properties of complementary and supplementary angles.

## **Information handling**

- As children progress through the school, they select and use the most appropriate way to gather and sort data for a given purpose in relation to their age and stage. Younger children sort items by colour, shape and size. Older children are developing skills in using various types of graphs, tally marks and tables to present and interpret information including through the use of digital technology.

## **Attainment over time**

- Overall, almost all children's attainment has remained consistent over time. A few children's attainment has increased over time.
- Over time, children's attendance is consistently above the national average. A few children have an absence of 10% or more. The headteacher follows local authority processes to monitor children's attendance very effectively. He is proactive in understanding and addressing the reasons behind children's individual absences. These reasons are mainly due to family holidays during term time. The headteacher works very well with families to ensure that attendance for a few children improves. All children attend school on a full-time basis and there are no exclusions on record.

## Overall quality of learners' achievements

- Children benefit from opportunities to develop skills through a variety of leadership roles, extra-curricular opportunities and experiences across the curriculum. For example, older children benefit from being part of the literacy leaders or junior road safety leadership groups. Additionally, all children were involved in the creation of three Westruther Trails, which can be enjoyed by community members and visitors to the village. Children's engagement in an exciting intergenerational project with parents and members of the community provided a further opportunity for them to develop important skills. Children develop teamworking and planning skills in these roles. They are developing very well an understanding of how they can have a positive impact on their school and local community.
- The headteacher and staff celebrate well children's achievements during weekly assemblies. Children speak with pride about receiving SMART certificates linked to their school values and about a weekly award for displaying resilience. These certificates and awards are supporting children well to consider and recognise how their actions align with the school values. The headteacher tracks effectively children's achievements and engagement in extra-curricular experiences. As planned, the headteacher should review the clubs on offer and target more effectively children who would benefit from increased engagement in these.

## Equity for all learners

- All staff know children and families very well. They are aware of barriers families may face, including socio-economic disadvantage. The headteacher and staff implement effectively strategies to reduce barriers associated with the cost of the school day. For example, working effectively in partnership with the Parent Council, they ensure that the cost of school trips is free or substantially subsidised, including the P7 residential experience. Their approaches ensure that all children and families are supported to thrive at school.
- The headteacher and staff use PEF effectively to provide a few children with targeted literacy support. These interventions are ensuring that children with barriers to learning are well supported and gaps in learning are reducing.

## 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.