

Summarised inspection findings

Bushes Primary School

Renfrewshire Council

17 March 2026

Key contextual information

Bushes Primary School is a non-denominational school which services the Glenburn community in Paisley, Renfrewshire. The primary school roll is 302 across 12 classes. The headteacher has been in post for over seven years. He is supported by a part-time depute headteacher (0.8 full-time equivalent), an acting full-time depute headteacher and an acting part-time principal teacher. Across the school, 28% of children require additional support. Approximately 23% of P6-P7 children are registered for free school meals. Around one third (35.8%) of children live in Scottish Index of Multiple Deprivation deciles 2 and 3 and 39.4% in deciles 9 and 10.

1.3 Leadership of change	very 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 a number of years ago. All staff ensure the school values of kindness, honesty, resilience, achievement, friendship, respect, learning and compassion are embedded and are at the root of everything they do. Staff promote these values through assemblies, displays, certificates, house points and reflective conversations. Children and staff have a strong, shared understanding of the values. They demonstrate them in all their behaviours and interactions. Children are proud of their school and articulate the school motto 'Blossom at Bushes' well. Senior leaders should continue with their plans for older children to promote the school values wider to ensure that all stakeholders clearly understand them.
- The headteacher provides strong, strategic leadership. He drives forward school improvement effectively. The headteacher is supported very well by the depute headteachers and principal teacher. They set a positive tone and, along with staff, have helped to create a nurturing and inclusive climate for learning. They have a sound understanding of children's needs and backgrounds. Almost all staff find it rewarding to be a member of the school and staff, pupils and parents feel a strong sense of community.
- Senior leaders, with input from staff, produce a relevant school improvement plan which meets the needs of the school. They skilfully guide the strategic direction and pace of change, ensuring that improvements are sustainable and have a positive impact on children. For example, effective approaches to the teaching of writing have raised engagement and attainment in this area. Within strategic plans, senior leaders should now ensure all outcomes are clear and measurable to guide improvement efforts more 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.

- Senior leaders use a wide range of self-evaluation evidence effectively to inform and direct school improvement. They have developed a comprehensive quality assurance calendar that identifies clearly planned activities to evaluate the quality and impact of the school's work. Following these activities, senior leaders provide teachers with appropriate feedback that outlines strengths and offers challenge questions. Teachers also engage in peer visits to observe and discuss practice. Senior leaders encourage staff to share their strengths with colleagues. This is helping to build greater consistency and promote stronger practice across the school.
- Staff draw on evidence from quality assurance procedures, alongside evaluations using 'How good is our school? 4th edition', to help identify future priorities. In addition, senior leaders gather feedback through surveys of staff, children and parents. This range of approaches enables almost all staff to have a clear and well-evidenced understanding of the school's strengths and areas for development.
- Senior leaders work successfully to develop leadership at all levels, promoting collaboration. There is a climate of collegiality across the staff team. Almost all staff are highly committed to improvement. Most teachers take on leadership roles and contribute to school improvement. For example, they have developed approaches to teaching writing, enhanced play approaches in early years and strengthened nurturing practices across the school. Teachers value these opportunities and their participation in working groups. For example, as a result of the introduction of whole school and targeted nurturing approaches, children's wellbeing needs are met very well. The collective leadership of staff is improving experiences for children. Senior leaders recognise the need to continue learning from others locally and nationally. Teachers have begun to engage in practitioner enquiry to support ongoing professional learning and improvement. This should support them to develop further a culture of reflection and research-informed practice.
- Increasingly, children are taking responsibility for making positive changes across their school. Senior leaders believe strongly in children's involvement in decision-making. All children have leadership opportunities through leadership roles and pupil voice groups. Older children become house captains, playground monitors and buddies. They enjoy providing support to younger children in the playground and during learning activities. All children represent their class on leadership groups such as health and wellbeing and eco. Children speak positively about how these groups have made improvements to their school. The health and wellbeing group organised and ran a successful fundraiser. They used these funds to purchase a wide range of sporting equipment, which has increased children's physical activity. Staff, alongside children, should monitor regularly and review the impact of these groups. They should ensure all children are aware of how the work of these groups is leading to school improvements.
- A few children in P6 work closely with children from a partner school in the role of Young Leaders of Learning (YLL). These children have opportunities to visit each other's schools to identify similarities, differences and learn from strong practice. Children articulate clearly the impact of this partnership on improving their school. This includes the provision of new outdoor toys and learning materials to make breaktimes more fun and engaging.
- Senior leaders carefully consider the context of the school when planning how to allocate Pupil Equity Funding (PEF). They have a clear rationale for PEF spend which includes providing targeted support for children in literacy, numeracy and health and wellbeing. Senior leaders consult with parents annually on their use of PEF. They should now consider how to develop

further the involvement of children in making decisions about the best use of additional funding.

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

- All staff contribute effectively to a nurturing and supportive ethos across the school. Children interact with staff, visitors, and one another in a respectful and confident manner. Across the school community, children and staff actively uphold the school's values. These values underpin daily life and are consistently reinforced through assemblies and in classes. Children have a strong understanding of their rights under the United Nations Convention on the Rights of the Child (UNCRC).
- Children speak very positively about their school and demonstrate a strong sense of pride in being part of the school community. They talk confidently about the growing range of opportunities available to them and value the positive relationships they have with staff. For example, children explain with confidence how they can join lunchtime clubs, take part in pupil leadership roles such as playground buddies and YLLs, and access a wider range of after-school activities. They speak positively about the supportive relationships they have with staff, and most children believe that staff listen to their views.
- Children learn in well-organised and inclusive classrooms. This contributes to the very positive behaviour of almost all children, which is sustained throughout the school day. Occasionally, a few children demonstrate low-level disruptive behaviours. On these occasions most staff support children very effectively. They intervene promptly and calmly and reinforce clearly their expectations.
- Almost all children demonstrate strong engagement in their learning, and they respond well when lessons are well structured and appropriately paced. Teachers often teach whole class lessons. In the majority of lessons, the level of challenge is not yet consistently matched to the needs of all children. By engaging fully with the refreshed 'Effective Learning and Teaching at Bushes' statement, teachers should build on existing good practice to ensure that all tasks and activities provide the right level of challenge. This should help every child to sustain their concentration, deepen their learning, and continue to make positive progress.
- Almost all teachers' instructions are clear and help children to understand the purpose of lessons. Most teachers use a variety of assessment strategies during learning, such as regular reviews of progress and checking for understanding during lessons. In the majority of lessons, teachers use questioning well to extend children's thinking. At the start of each lesson, teachers routinely explain what the children are learning and how they can be successful. In most lessons, children work together to identify and co-create the steps required for success. This supports children well to understand how they are successful in their learning.

- Most teachers provide a variety of activities for children to learn in pairs and groups regularly. Children are now ready to be more active in leading aspects of their own learning. This should develop children's independence and strengthen further their motivation.
- Almost all teachers provide children with regular verbal and written feedback. The quality of this feedback is variable. A minority of teachers regularly give feedback that informs children's next steps in learning. Staff now need to work together to improve the quality of the feedback children receive. In doing so, they should ensure that all feedback is clearly linked to the steps for success and supports children in understanding their strengths and what they need to do next.
- Most teachers make effective use of interactive whiteboards and matrix barcodes to support and celebrate children's learning. Children have opportunities to use laptops through a timetabled approach. They demonstrate increasing confidence in recognising risks online and knowing how to respond appropriately. In a few classes, digital technologies are used to enhance learning experiences. For example, younger children use tablet computers to record their learning in literacy. A few children use digital devices to support their learning. Staff need to provide children with more opportunities to develop their digital skills more progressively across all areas of the curriculum.
- Teachers have collaborated to develop play throughout the school. In early years classes, staff provide an appropriate balance of adult-led and child-initiated experiences. This supports most children to develop strong social and creative skills. Teachers make effective use of observations to identify the skills children are developing and their next steps. Throughout the school, teachers have planned play activities for older children, linking these well to children's skill development. As teachers embed play at different stages, they should use national guidance to ensure it is high-quality and suitably challenging.
- Teachers across the school have developed a clear and coherent assessment calendar, ensuring consistency in assessment approaches. They use a wide range of ongoing, periodic and diagnostic assessments to build a strong picture of children's knowledge and understanding. They are beginning to use this information more effectively to inform planning and ensure that learning is increasingly well-matched to the needs of all children.
- All teachers use a range of long-term and medium-term plans well to plan children's learning. They make good use of progression pathways linked to Curriculum for Excellence (CfE). Children contribute to planning which links learning across different curricular areas. Staff should now ensure that children are more fully involved in planning across all aspects of their learning.
- Teachers work effectively in school and with cluster colleagues to moderate all aspects of the learning, teaching and assessment cycle. This has focused recently on writing. This is ensuring that teacher judgements of national standards in writing are accurate. Teachers speak enthusiastically about their plans to extend this positive practice to other areas of the curriculum.
- Teachers track and monitor robustly children's progress in literacy, numeracy and health and wellbeing. They meet with senior leaders four times a year to discuss class, group and individual children's progress. Teachers also track and effectively monitor the progress of different cohorts of children, such as those impacted by poverty, or requiring additional support. They

use this information well to plan appropriate interventions for identified groups of children. As a result, identified children are better supported and most make very good progress in their learning.

2.2 Curriculum: Learning pathways

- All teachers use progressive pathways well to plan and track learning across all curricular areas, linking these well to the CfE experiences and outcomes. They group experiences and outcomes from across the curriculum to provide meaningful and engaging learning contexts for children. They organise additional exciting and relevant experiences to enhance children's learning further, such as a successful 'world of work week'. These experiences support children to understand how the skills they develop in school are relevant to real-life situations.
- Senior leaders and staff have developed a core skills framework, which is supporting children well to develop skills progressively across the curriculum. Children enjoy buddying up with children from other classes as they work on their 'shared skills journey'. Staff should continue to help children to identify the skills they are developing in their learning and through their wider achievements. This should ensure that children have a better understanding of the skills they have and how these link to skills for learning, life and work.
- All children have access to two hours of high-quality physical education each week. Most children feel that staff support them to lead a healthy lifestyle and provide them with regular opportunities to exercise.
- Across the school, children benefit from occasional outdoor learning. Almost all children in P6 attend an outdoor residential experience, which enhances their confidence and teamwork. Senior leaders and staff rightly recognise the need to extend outdoor learning opportunities. They should continue with their plans to develop an outdoor learning policy, which links closely to their core skills framework. This should ensure that children develop skills in the outdoors in a planned and progressive way.
- All children receive their entitlement to the 1+2 modern language curriculum. Teachers plan progressive learning from P1 to P7 in Spanish. Children from P5 receive weekly inputs in a variety of languages, including French and German.
- Across the school, children access a balanced Religious and Moral Education curriculum. This includes exploring aspects of the UNCRC in class and during assemblies. As planned, senior leaders should re-establish links with local places of worship and members of the local faith community. This should deepen children's understanding of world religions and diversity and offer opportunities for religious observance.
- Children benefit from an attractive school library, which they visit regularly. The library is well-resourced and includes a range of books which celebrate diversity. Additionally, all classrooms have calm corners, which offer engaging reading material. Children speak with enthusiasm about visiting the library and using their class calm corners. As a result, children are developing well their enjoyment of reading.
- Children benefit from effective transitions at all stages. Teachers share a range of detailed information to ensure that children experience a smooth transition to their new stage. Children transitioning to P1 benefit from visits to their new classroom and from staff visits to their Early Learning and Childcare Class (ELCC). Staff in the ELCC provide high-quality information to P1 staff which ensures continuity in children's learning across the early level. Staff work closely with colleagues from the associated secondary school to facilitate a smooth transition for children at P7. Enhanced transition arrangements are effective for identified children.

2.7 Partnerships: Impact on learners – parental engagement

- Staff know children and families very well and have developed positive relationships with parents and families. Almost all parents agree that their child likes being in school, is treated fairly and with respect, and that the school helps their child to feel confident. Most parents feel comfortable approaching the school with questions, suggestions and concerns.
- Staff communicate with parents in various ways including through letters, whole school newsletters, planned events and online applications. Most parents believe that they receive helpful, regular feedback about how their child is learning and developing. Staff provide parents with opportunities throughout the school year to support their child's learning. This includes performances, workshops and open events. A minority of parents would welcome further opportunities to learn alongside their child in school. Staff have produced short parental support videos in literacy and numeracy. These show parents how key concepts are taught in class. They are a useful resource for parents to support their child's learning at home.
- The Parent Council works well in partnership with senior leaders to support the work of the school. Their fundraising supports improvements to the school grounds, outdoor learning experiences and subsidises events and trips for all children. Almost all parents state they are kept well informed about the work of the Parent Council.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Almost all children are polite, caring and supportive of each other. They thrive within the warm, positive relationships they share with adults and their peers. Staff across the school work together very effectively to enhance and nurture children's wellbeing. They consistently model positive relationships and behaviours very well, helping children learn from strong examples. As a result, almost all children feel respected by staff and are encouraged to treat others fairly and with kindness.
- Younger children are supported effectively and encouraged by older children in school. For example, older children confidently undertake roles such as playground leaders, supporting younger children to make positive behaviour choices and manage friendship challenges. This helps young children develop resilience and negotiating skills to resolve conflict. Older children develop very well their leadership skills, patience and confidence through the support they offer to younger children.
- Almost all children feel safe at school and state that they have a trusted adult that they can talk to if they feel worried. Most children explain clearly how they keep themselves safe at home, online and in the community. Through regular learning in classes, children are successfully developing their understanding of digital safety. For example, they understand not to share sensitive information online. They explain the importance of keeping passwords private and of not engaging online with people they do not know.
- All children reflect regularly upon their social and emotional wellbeing and their readiness to learn. Almost all children undertake emotional check-ins daily. Staff use this information very well to offer appropriate in-class supports. This ensures children feel well supported in class. In addition, children use wellbeing questionnaires to evaluate their emotional wellbeing. Senior leaders use the very helpful information gathered from these reflections to inform school-wide decisions and planning to improve children's emotional wellbeing. For example, senior leaders are considering currently approaches to improve the engagement of different cohorts of children.
- Most younger children and those who require additional support with their learning have a strong understanding of all of the wellbeing indicators. They explain well what it means to be safe, healthy, achieving, nurturing, active, respected, responsible and included. Teachers should ensure older children use these indicators to regularly assess all aspects of their wellbeing. This should support children to have a greater understanding of their own health

and wellbeing. Senior leaders and teachers should use this data to plan bespoke interventions for individuals, groups of children and to influence future learning.

- All staff demonstrate a strong understanding of nurturing and restorative approaches and use these skilfully to support children to regulate their emotions. Almost all children use whole school agreed strategies effectively to help them manage strong emotions. This has led to a reduction of instances of serious disruptive or dysregulated behaviour. Almost all children are very well-behaved in class and in the playground. There have been no exclusions from school over recent academic sessions.
- All teachers engage enthusiastically with professional learning to make classrooms more inclusive for children. Children benefit from calm spaces and consistent routines and expectations within classes. This ensures children learn in environments which better meet their needs. Children who feel upset or need further support and reassurance have access to a well organised and effective nurture space. Staff deliver highly impactful, bespoke interventions to targeted children. As a result, these children return timeously to class calm, settled and ready to learn.
- Most children have a very strong understanding of children's rights. They talk very confidently about the UNCRC. Children explore their rights in regular assemblies and through class activities. Attractive displays link children's rights to learning in class. Consequently, almost all children explain how these rights improve their lives inside and outside school. The school community is rightly proud to have achieved national recognition for promoting children's rights. As planned, senior leaders and staff should now use their understanding of children's rights to inform the review of the school's positive relationships policy.
- Almost all children understand the importance of being active and making healthy choices. Across all stages, all children explore healthy nutrition. Older children understand the importance of eating a balanced, healthy diet. They explain confidently different food groups and their uses and benefits. Children are developing well their understanding of various body systems. All children learn how to keep themselves safe and healthy through exploring sensitive health issues such as substance misuse and relationships appropriate to their age and stage of understanding.
- Senior leaders and staff worked effectively with partners to strengthen the schools antibullying approaches. As a result, most children and parents believe that the school deals well with bullying. However, a minority of children and parents believe that current approaches to addressing unkind and bullying behaviours could be improved further. Senior leaders and staff should work together with children and parents to provide further support for a few children who feel that bullying is not resolved effectively. This should help children understand what bullying behaviours are, how to report it and how it should be addressed.
- Staff fulfil their statutory duties very well to support children who require additional support with learning. Staff understand and implement very effectively the school's procedures related to child protection and safeguarding. They attend appropriate professional learning regularly to ensure their knowledge is relevant and up to date. As a result, almost all children feel safe and cared for in school.
- The school submitted information relating to compliance with the 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, the school meals provider, and the provider of out-of-school care.

- Children who require additional help to achieve are supported very well by the holistic approach taken by senior leaders. They take very good account of children's wellbeing, social and emotional needs. Planning for children's support needs is very well considered. Child's plans, written and agreed by staff, parents and children, include clear, timeous, measurable targets. These plans are reviewed regularly in line with local authority guidance. Children who require additional support make good progress in achieving their personal targets.
- Teachers and skilled support staff work very closely and effectively together to support children with their wellbeing and learning. Teachers are very well supported by other health and education professionals. For example, identified children receive targeted support from allied health professionals or local authority specialist teachers. This ensures that each child gets the support they need, when they need it.
- Across the school, children are steadily developing a stronger awareness and understanding of diversity. They engage with a wide range of themes through assemblies, religious and moral education and health and wellbeing programmes. For example, older children explore meaningful themes such as slavery, conflict and refugees, women's rights and black history month. Building on this important work, senior leaders and teachers should now support children to develop an even deeper and more progressive understanding of diversity. This could help empower children to recognise and challenge discrimination when they encounter it. In addition, teachers should explore with children the differences between equality and equity as part of their work on children's rights. This should support children to understand the differing needs of other children.

3.2 Raising attainment and achievement

very good

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

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

Attainment in literacy and numeracy

- Most children at early level achieve nationally expected CfE levels in literacy and numeracy. At first level, most children achieve expected CfE levels in, writing and numeracy, and almost all achieve in reading and listening and talking. At second level, most children achieve expected CfE levels in reading and writing, and almost all in listening and talking and numeracy. Across the school a few children exceed expectations in aspects of literacy and numeracy.
- Children who receive additional support for their learning make very good progress from previous levels of attainment or towards their personal targets.

Attainment in literacy and English

- Overall, most children make very good progress in reading and writing. Almost all children make very good progress in listening and talking. Across the school, a few children make accelerated progress in aspects of literacy.

Listening and talking

- Across the school, most children listen and talk well during class activities and collaborative group tasks. At the early level, most children take turns appropriately during small group discussions. They should continue to develop this skill further in whole class situations. At first level, almost all children identify the skills needed for effective listening, such as making eye contact. They demonstrate good turn taking when sharing their ideas and opinions. At second level, almost all children show strong audience awareness when speaking in class or group situations.

Reading

- At early level, most children confidently use their knowledge of sounds, letters and patterns to read words. Almost all children at first level read with expression and summarise main ideas effectively. At second level, most children clearly explain their preferences for genres and authors. They read confidently and use contextual clues well to work out the meaning of new or unfamiliar vocabulary. At first and second levels, children should strengthen their ability to answer a range of questions, including inferential questions, about texts.

Writing

- Most children at early level attempt to form letters correctly. They write simple sentences with finger spaces, capital letters and full stops with increasing confidence. At first level, most use simple punctuation accurately in their writing. A few children are not yet applying their spelling knowledge in their extended writing. At second level, most children create texts for a range of purposes and audiences, selecting appropriate genre, form and structure. They organise their writing well using paragraphs and sub-headings. A majority of children at second level are aware of writing techniques such as similes and metaphors. Across the school, children need to develop their skills further in producing extended pieces of writing through real-life contexts.

Attainment in numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children use one-to-one correspondence to count a given number within 20. They recognise o'clock on an analogue clock and name the days of the week in sequence. Children would benefit from developing further their recognition of coins to £2. At first level, most children have a sound understanding of place value. They use the correct notation for common fractions and use a variety of coin and note combinations to pay for items within £10. A minority of children are less confident comparing the size of fractions. At second level, almost all children round decimal fractions to two decimal places and express fractions in their simplest form. They calculate durations of events and solve money calculations accurately. They are less confident using their knowledge of equivalent fractions, decimal fractions and percentages to solve problems.

Shape, position and movement

- Most children at early level recognise and name accurately two-dimensional (2D) shapes. They correctly use the language of position and direction, including left, right, forwards and backwards. They should develop further their knowledge of three-dimensional objects. At first level, most children identify accurately right angles and lines of symmetry in 2D shapes. A few children should develop their understanding of directions, such as turning clockwise and anticlockwise. At second level, almost all children identify and name a range of angles within 2D shapes. They should develop their understanding of how to calculate the diameter of a circle and the perimeter of an irregular 2D shape.

Information handling

- Most children at early level interpret simple graphs well. They identify successfully the most or least popular options when reading a simple bar graph. Children would benefit from further practice in collecting data for a specific purpose. At first level, most children extract key information from a variety of graphs. They need to develop skills in exploring and describing the likelihood of events occurring in everyday situations. At second level, almost all children express accurately probability using fractions and percentages. They analyse, interpret and draw conclusions from a variety of data sets. Children need more practice in collecting and displaying data through the use of digital technologies.

Attainment over time

- Attendance is currently 93.5%. This is above the national average and has been the pattern in recent years. A minority of children have attendance which is below 90%. The reasons for this are varied. These reasons include family holidays and illness. Senior leaders track robustly

children's attendance and take prompt action to improve this for individuals across the school. This is leading to improved attendance for all identified children.

- The school's data reflects consistently high levels of attainment in literacy and English and numeracy and mathematics over several years. Attainment compares very well to schools with similar demographics and at first and second levels is consistently above the national average. Most children maintain very good progress in literacy and numeracy as they move through the school. Senior leaders track very effectively the attainment of cohorts of children over time. They use this information well to identify trends and to target support effectively to individuals and groups of children.

Overall quality of learners' achievements

- Almost all children have regular opportunities to develop their skills and to experience success in a variety of leadership roles. These include opportunities for house captains to lead tours for visitors to the school and for older children to be buddies for younger children. This supports children to improve their confidence, develop their presentation skills and to become more responsible. Teachers provide a range of activities beyond the classroom to develop further children's skills. Most children attend and enjoy the clubs on offer. Children speak with excitement about clubs such as football, homework and percussion. Additionally, all children in P7 have an opportunity to perform in a school show and all children in P6 are invited to attend an outdoor residential experience. These experiences are supporting children to develop skills in teamwork and creativity.
- Senior leaders effectively track children's participation in clubs both in and out of school. They use this information well to identify children who may be at risk of missing out on opportunities to experience success. Senior leaders act proactively to increase participation by working closely with children in P7 to gather children's views. This allows them to identify the clubs children across the school would like to attend. As planned, senior leaders should now support children in P7 to plan and lead a range of clubs to increase participation of the few children who are currently not attending. This should help to ensure that all children across the school experience enjoyment and develop skills through extra-curricular activities.
- Senior leaders and staff recognise well children's achievements in and out of school. Children are proud to have their achievements celebrated during values assemblies and in newsletters. Children also receive house points and values certificates in recognition for their achievements and for displaying the school values. This is supporting children to develop their self-esteem and confidence.

Equity for all learners

- All staff know children and families very well. They understand the challenges children and families may face due to socio-economic disadvantage and work together to address these. For example, senior leaders support families to access wellbeing services and work closely with a local charity to access food vouchers. Senior leaders access grants and provide funding to reduce the cost of the P6 residential experience, ensuring that all children have the opportunity to attend. In partnership with the Parent Council, they also ensure that all children attend a whole school trip each year at no cost to families. The Parent Council operates a popular uniform swap shop. These measures help to ensure that all children are included fully in the life of the school and have equal opportunities to develop skills and experience success.

- Senior leaders make very effective use of data to identify attainment gaps across a range of different groups, including those affected by the cost-of-living crisis. They use PEF very effectively to employ additional staff to support targeted children in literacy, numeracy and health and wellbeing. Interventions have led to most identified children being on track either independently or with support in reading and numeracy, and the majority in writing. Almost all targeted children make positive progress towards identified outcomes. There is clear evidence that they are closing the poverty related attainment gap.

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.