



**HMIE**

His Majesty's Inspectorate of Education in Scotland  
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

# Summarised inspection findings

**Whitelees Primary School**

**North Lanarkshire Council**

**24 March 2026**





## Key contextual information

Whitelees Primary School is a non-denominational primary school situated in the east of Cumbernauld, North Lanarkshire Council. The school roll is 238 children arranged across 10 classes. The majority of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 3 to 5. A minority of children reside in SIMD deciles 7 to 9 and a few children live in SIMD 2. Just under a third of children live outside the school's catchment area and attend as a result of a placing request. Approximately 20% of children require additional support with their learning. A minority of children are entitled to free school meals.

The headteacher has been in post since 2020. She is supported by two full-time equivalent principal teachers. In May 2025, the headteacher was seconded as acting headteacher to a neighbouring school. During this time, the two principal teachers shared the role of acting headteacher. In January 2026, the headteacher and the two principal teachers returned to their substantive posts.

### 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 highly effective headteacher provides strong and strategic leadership to the school. She leads by example where she sets high standards and expectations of all staff and children. The headteacher is very ably supported by the two principal teachers. Together, they lead and manage the pace of change very well. They have created a very effective, proactive and solution-focused approach to school improvement involving all staff, children and parents. As a result, the whole school community embraces change confidently to secure positive outcomes for children.
- The school community has a very strong sense of identity and belonging. Senior leaders, staff, children and parents have worked together successfully to create their vision, values and aims that are relevant and meaningful for the school. They also have a very well-established 'Whitelees Promise'. This promise sets out high expectations and aspirations for all children. All staff ensure the promise and values are highly visible and embedded in the daily life of the school. Almost all children have a well-developed understanding of each value. They share confidently examples of how they demonstrate these in their lives in and out of school.



- Senior leaders and staff are committed to change and improvement through informal dialogue and more focused self-evaluation activities. They use 'How good is our school?' 4th Edition' challenge questions very well to evaluate the work of the school at key points across the year. This is helping senior leaders and staff develop a shared understanding of the school's strengths and areas for improvement. Senior leaders consult with children and parents regularly in a variety of ways, including through surveys and focus groups. The majority of children and parents feel staff take their views into account when making changes. Senior leaders use the reflective questions in 'How good is OUR school?' to support children to evaluate the work of the school. For example, children were asked to identify how the playground could be improved. Children talk very positively about the new football goals and playground markings that came about as a result of their ideas. These help children to have enjoyable playtimes with their friends. Senior leaders should continue to develop further approaches to engage parents, children and partners in planning and evaluating the work of the school.
- Senior leaders work very well with staff to develop a relevant school improvement plan. They use a range of data confidently to inform improvement areas. This helps to ensure that there is a clear rationale for improvement. Senior leaders identify effectively key areas for improvement and outline the tasks that need to be undertaken to achieve these. As a result, improvement priorities are leading to improving outcomes for children. Senior leaders create a parent friendly school improvement plan. They share this widely with parents at Parent Council meetings and on the school website. Going forwards, senior leaders should develop further their approaches to sharing updates on school improvement with children and parents on a regular basis. They should support children and parents in knowing better how the work of the school is improving outcomes for children.
- Senior leaders have developed robust quality assurance processes. They involve teachers in successfully undertaking a wide range of well-considered activities. These include peer observations of learning, jotter monitoring and carrying out learning conversations with children. Senior leaders produce an annual report detailing the strengths across the school and next steps for staff. They use this information successfully to inform school improvement. Through their careful review of data, staff identified rightly the need to improve attainment in writing. Teachers are working together very effectively to develop a consistent approach to teaching writing across the school. This includes creating tools to help children assess their writing, helping them identify what they are doing well and their next steps. This is resulting in positive improvements in attainment in writing.
- Senior leaders support staff successfully to develop leadership at all levels. This has led to a climate of very strong collegiality across the team. Staff work together very effectively as a team and are keen to support each other. This is a key strength of the school. Staff lead enthusiastically on aspects of school improvement and take responsibility for pupil leadership groups. This is helping them to develop coherent approaches to learning and teaching and supporting children's wellbeing. Staffs' work includes creating inclusive classrooms and developing consistent approaches to outdoor learning.
- All teachers and support assistants undertake appropriate annual professional reviews. They identify personal targets that reflect both their own development needs and the school's



improvement priorities. Senior leaders ensure staff have access to high-quality collegiate activity to support school improvement. These include areas such as teaching numeracy and moderation. All staff undertake ongoing personal learning which supports them well to improve their practice. This includes professional enquiry projects and leadership programmes. Staff also take part regularly in local and national training and network opportunities. They regularly share their learning with others, both informally and formally, during collegiate times. Senior leaders encourage staff to share their development work with colleagues from other schools. For example, staff share their work in areas such as numeracy and planning. Staff should build on this positive approach to using professional learning, research and collaboration with colleagues across the authority and nationally. This should help them to further improve outcomes for children.

- Across the school, children take on a wide range of leadership roles and participate in pupil committees. These include classroom responsibilities, team captains, 'Pupil Parliament', young leaders of learning and social enterprise representatives. With the support from staff, children plan and discuss aspects of school life they would like to improve. Children talk confidently about the positive, pupil-led changes they have helped to implement. For example, the social enterprise group successfully runs a healthy tuck shop and donates the money raised to a local charity. These varied leadership opportunities provide meaningful contexts for children to contribute effectively to improving their school and local community. They also help children develop important skills such as problem solving, communication and teamwork. Senior leaders should continue to extend whole school leadership responsibilities to more children across the school. In doing so, they should ensure children have increased leadership responsibility for the work of these groups.
- All staff have a strong understanding of the social and economic context of the school. Senior leaders liaise with staff, children and parents about the use of Pupil Equity Funding (PEF). This session, senior leaders have allocated additional funding, including PEF, to increase staffing and provide resources that support children's wellbeing and learning. This includes strengthening the out-of-class activities and clubs offer, further developing outdoor learning and targeted literacy interventions. Going forward, it is important that senior leaders continue to use a range of data to robustly inform strategic decision-making. They should also demonstrate that identified interventions are accelerating the progress of those children impacted by their socio-economic circumstances.

**2.3 Learning, teaching and assessment****very good**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders work very effectively with all staff to create a calm, nurturing learning environment where almost all children feel supported and safe. There are very positive and respectful relationships between children, and between children and adults. This is built on the success of the Whitelees Promise that is embedded across the school.
- Almost all children are eager and active participants in their learning. They are highly motivated and interact well during activities. In all classes, children regularly have opportunities to work independently, in pairs and in small groups. Children are very supportive of each other during collaborative working.
- All classrooms are well-organised, bright and engaging. High-quality displays across the school showcase children's learning and achievements, as well as helpful strategies. As a result, children understand very well their successes and progress in learning. Senior leaders have worked successfully with staff to develop a range of guidance which provides clear expectations for high-quality learning and teaching. This is supporting almost all children to confidently engage in their learning. Most children produce high-quality written work across the curriculum.
- In most lessons, teachers revisit prior learning. In almost all lessons, teachers share effectively the purpose of learning and provide clear and helpful explanations and instructions. This helps children to focus on their learning and understand what they need to do to be successful. In almost all lessons, teachers use questioning very well to check children's understanding. This allows children to engage successfully and complete planned tasks. In a few lessons, teachers use higher-order questioning very well to help children extend their thinking. As planned, senior leaders should work with teachers to develop further their use of effective questioning. This has the potential to help enhance children's curiosity, creativity and independence in leading their own learning.
- Across the school, teachers are supporting children well to develop their understanding of higher-order skills. Children successfully gather evidence of this using digital devices. They use this evidence during learning conversations with their teachers to demonstrate their application of skills, such as focusing and creativity.



- Almost all children engage very well when given opportunities to lead and direct aspects of their learning. However, a minority of lessons are too teacher led and this leads to a few children disengaging from their learning. All staff should support children to take greater lead in their learning. In most lessons, children experience learning which is appropriately matched to their needs. Teachers should now share and build on this effective practice to ensure all children receive appropriate levels of support and challenge in all aspects of their learning.
- In almost all lessons, teachers use praise and oral feedback appropriately to support children in their learning. This is most effective when teachers explicitly link feedback to the intended learning and the skills being developed. In almost all lessons, teachers use a range of assessment strategies to encourage children to reflect on their progress in learning and next steps. Children are encouraged to self-assess their learning using supportive strategies. Across the school, children are developing peer-evaluation skills well through their use of templates and prompts. Children at first and second levels use 'writing tickets' that are linked to core and genre-specific targets to self- and peer-assess writing. These support children very well to recognise their strengths and identify appropriate next steps in their learning. All teachers write comments in jotters which children value. The quality of this feedback is strongest in writing jotters. Teachers should ensure they provide children with high-quality feedback across all curricular areas, giving clear information about what children have done well and what their next steps are.
- Teachers at the early level are developing effectively their approaches to play-based learning. They incorporate well a balance of adult-led, adult-initiated, and child-initiated experiences. This is supporting children to make purposeful choices and take increased responsibility for their learning. Teachers are developing well their skills in observation to identify next steps and respond to individual needs. At other stages, children have increasing opportunities to developing their higher-order skills through planned purposeful play and enquiry learning lessons. During these discreet sessions, children benefit from initiating and leading their own learning. This is promoting very well their creativity, curiosity and independence. Teachers should continue to work together, as planned, to integrate high-quality play and enquiry across all aspects of children's learning.
- Teachers have developed an effective approach to outdoor learning. Children enjoy taking learning outdoors, specifically in mathematics and physical education (PE). Across the school, outdoor learning approaches are supporting all children to successfully access learning in supportive and inclusive environments.
- Teachers use digital technologies effectively to support and enhance learning and teaching. They use interactive boards appropriately to introduce lessons, promote discussion and review children's learning. Almost all children show skill in using digital technology appropriately to their age and stage. Children use confidently a range of relevant online programmes to support their learning, such as coding and creating digital content.
- Senior leaders and staff have developed a clear assessment calendar to outline when assessments will be undertaken across the year. Teachers use a range of standardised and diagnostic assessments, including national standardised assessments, to gather information about children's progress in literacy and numeracy. They use this assessment data well to plan



appropriate next steps for groups and individuals. Teachers use assessments over the course of the session to develop a robust class transition document. This is used well to plan the first block of the new session, building on effectively from children's prior learning.

- Across the school, teachers have a shared understanding of progress and achievement. They have created benchmarking booklets and participate in moderation sessions to support them to make confident judgements about whether children are on track.
- Teachers plan learning well using Curriculum for Excellence (CfE) experiences and outcomes for all curricular areas. They use local authority skills progression pathways for literacy, numeracy and health and wellbeing. Children are consulted on what and how they would like to learn. Teachers use this information very well to plan relevant contexts for learning. Teachers use short term planning to detail supports and resources for groups and individuals. This supports children well to engage fully in their learning and achieve success.
- Senior leaders meet termly with teachers to review robustly the progress all children make across the curriculum. They identify very effectively children who are on track, exceeding expectations or require additional support. Teachers and support for learning staff plan appropriate interventions for children who require additional help with literacy and numeracy. They monitor closely all interventions for children who require more support. They adapt the interventions, where required, to maximise the impact on children's progress. This approach ensures that most children receiving an intervention are making good progress.



## 2.2 Curriculum: Learning pathways

- Children benefit from their entitlement to a broad general education. Teachers use effectively a range of local authority and school frameworks linked to CfE experiences and outcomes to plan learning for all curriculum areas. This ensures all children experience appropriate breadth and progression in all aspects of their learning. Teachers use these frameworks well to inform their planning of learning experiences.
- Children receive their entitlement to religious and moral education (RME). Staff plan and deliver an appropriate and balanced programme of RME in line with national expectations. This helps children to develop very well their understanding of different religions, culture and diversity. Senior leaders ensure religious observance is provided across the school year.
- Children across all stages learn French. Older children also learn Spanish. Staff ensure that children's modern language experiences are progressive. This is in line with the national '1+2' policy on modern language learning.
- All children receive their full entitlement of two hours high-quality PE each week. Teachers make very effective use of indoor and outdoor spaces to deliver this. Children also benefit from a wide range of physical activities run by staff and partners. Senior pupils from the associated secondary school also support the delivery of physical activities. These experiences are helping to develop children's fitness and increase their enjoyment of sport.
- Children regularly access and read a range of fiction and non-fiction books for enjoyment from library spaces within their classrooms. Digital books are available to access via digital codes. Children also have access to a range of books which celebrate diversity and deepen their understanding of inclusion. They benefit from regular visits to their local library where they select books for personal reading and to support learning in class.
- Staff are committed to developing further their approaches to using the outdoor environment to enhance children's learning. The school benefits from extensive grounds, including a polytunnel and access to an outdoor classroom and forest area. Children have regular opportunities to take their learning outdoors each week and during 'Power off, learn Outdoors' events. Activities include curriculum areas such as science and health and wellbeing. These experiences are increasing children's enjoyment, sustaining their engagement and deepening their understanding of the skills they are developing. Staff have recently created an outdoor learning planning pathway. This will help ensure that children develop their skills progressively as they move through the school.



## 2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel that the headteacher and staff know their children very well and treat them respectfully. Parents value the range of communication methods from the headteacher and staff, including regular newsletters and digital communications. Teachers share information about children's progress in learning through parent teacher meetings and annual reporting. Children also take their latest and best work home termly to discuss with their families. Parents value the opportunity to attend events such as open afternoons, annual awards, transition events and performances. These approaches help parents stay up-to-date with school life. They also support parents well to understand and engage with their child's learning.
- Whitelees Parent Council represents the views of the wider parent body well at regular meetings with the headteacher and senior leaders. Senior leaders consult with this parent group successfully on improvement priorities and other important decisions. The Parent Council organise a range of well-attended events that help bring the school community together and raise funds for the school. These events include discos and school fayres. The Parent Council have supported the purchase of resources, such as outdoor equipment. This has had a positive impact on children by increasing opportunities for active, imaginative and collaborative play.



## 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

- Across the school, almost all children have positive relationships with their peers and with staff. The ethos of the school is nurturing, inclusive and warm. There is a strong sense of teamwork and belonging. This is underpinned by the school values of relationships, kindness, respect and high aspirations. Staff and children have a sound understanding of the United Nations Convention on the Rights of the Child (UNCRC). Children have created their own charters which details the rights that they identify as a key focus for their individual classes. Children also develop charters for shared areas, such as the dining hall. These charters are helping them to understand how rights-based learning links to all areas of their lives.
- Most children, and almost all parents, feel that staff treat children fairly and with respect. Staff have engaged in relevant professional learning in areas such as nurture, sensory awareness and trauma. They respond to pupil conflicts or episodes of dysregulated behaviour in a calm and solution focused manner, which is firmly based on the school values. Staff support children to identify and discuss behaviours which may lead to disagreements with peers. They offer practical advice and strategies to help children manage their associated emotions. This is helping children well to build and sustain friendships with increasing success. As a result of these positive relationships and effective strategies, children receive the right levels of pastoral support they need. The overall standard of behaviour across the school is very high.
- Senior leaders and staff have developed recently an anti-bullying statement and positive relationships policy. These documents outline clearly the expectations for children, staff and parents in supporting children to have appropriate and positive relationships with each other. Most children and parents report feeling reassured by the school’s response to bullying concerns. A few children and parents would welcome further clarity and support in this area. Senior leaders record allegations, investigations and outcomes of any bullying concerns following local authority and national guidance. Teachers should now continue to work with children to help them develop further their understanding of bullying behaviour and what to do if they encounter this.
- Staff worked together successfully to create and implement ‘inclusive classrooms’ guidance. Almost all teachers use consistent approaches to ensuring that the learning environment meets the sensory, emotional and accessibility needs of children. This is helping almost all children to feel secure and included within the classrooms and shared areas. Staff have created a



designated nurture space, 'The Nest' which provides a safe, calm and homely environment for children who require targeted support for aspects of their health and wellbeing. Almost all parents feel that the school supports their child's emotional wellbeing very well.

- Staff support children very well at points of transition. Children visit their new learning environment and begin to establish relationships with other children and staff in the summer term. They participate in well-considered activities that help them to build effectively their confidence and to socialise better. Staff incorporate information and welcome sessions for parents into the transition programme. These events provide parents with relevant knowledge, reassurance and help to build the foundations for strong relationships with school staff. Staff work collaboratively with partners to ensure that the transition processes meet the needs of all children, including those who require additional support. Those children benefit from bespoke and enhanced transition arrangements that meets their individual needs very well.
- Almost all children have a sound understanding of the wellbeing indicators. They talk confidently about what they mean and offer examples of application in real-life contexts at home and at school. Children complete health and wellbeing surveys to self-evaluate their own wellbeing and staff respond to any concerns raised. As a next step, senior leaders should consider analysing the data gathered through wellbeing surveys to determine whole school trends and patterns. This will enable them to identify collective strengths, highlight areas for development and address common issues that children across the school have raised.
- Teachers use progressive health and wellbeing planners that cover all aspects of the health and wellbeing curriculum over a three-year cycle. Children experience learning which is linked clearly to the UNCRC and the wellbeing indicators. The whole school approach to outdoor learning encourages children to spend more time outdoors. Almost all children feel that school helps them to lead a healthy lifestyle. Children have regular opportunities to take part in cultural events and engage in learning activities that explore issues such as diversity, inclusion and religion. They learn about alternative language and communication tools at assembly. These approaches help to ensure that almost all children have a well-developed understanding of all aspects of wellbeing and equality.
- 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. A few areas for improvement have been agreed with education and the catering service.
- All staff are clear about their responsibilities and duties in relation to safeguarding and child protection. They know the children and families very well. They are confident to follow procedures and raise any concerns noted. Senior leaders and staff monitor closely the needs of children who require additional support. They work effectively with children, parents and partners to plan and deliver targeted support. Senior leaders should ensure that they review the potential additional support needs of specific groups of children in line with statutory guidance.



- Senior leaders and teachers work collaboratively with children, families and partners to create individual learning plans for children who require additional support with learning. They agree appropriate targets and review progress together across the year. Most children who participate in specific interventions make good progress towards their individual targets. A few children make very good progress. Teachers should now consider using more evaluative language when recording their professional judgement of the progress children make. This should support them to identify more clearly the extent to which these children are achieving, or exceeding, their individual targets. This in turn, should help to inform future planning for support and the strategic deployment of resources.
- Most teachers use effective strategies to ensure that all children who require varying degrees of support in class, are engaged fully in their learning. Senior leaders should now provide increased opportunities for staff to share successful approaches to meeting individual children's needs. This should help to build further capacity across the whole staff team.

**3.2 Raising attainment and achievement****very good**

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

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

**Attainment in literacy and numeracy**

- Overall, children's attainment in literacy and English and numeracy and mathematics is very good. Almost all children in P1, P4 and P7 achieve expected CfE levels of attainment in reading, writing, listening and talking and numeracy. At most stages, a few children are working beyond expected levels of attainment.
- Overall, most children who require additional support make good progress towards their individual targets, with a few making very good progress.

**Attainment in literacy and English**

- Overall, almost all children are making very good progress in literacy and English.

**Listening and talking**

- Across the school, almost all children are articulate and speak with confidence to adults and their peers. At early level, almost all children are developing their skills successfully in listening to others and taking turns. They follow instructions very well. A few children lack confidence identifying words that rhyme. At first level, most children listen attentively to each other and respond appropriately. They answer confidently different types of questions about texts. A few children require support to share their views during group tasks. At second level, almost all children express their ideas and opinions confidently. They identify the difference between fact and opinion successfully and give a variety of reasons to support this. At second level, children would benefit from more experiences to develop their presentation skills by addressing an audience more regularly.

**Reading**

- At early level, almost all children use their knowledge of sounds and letters successfully to read common words. They are increasingly confident in using context clues to support their understanding. Almost all children need support explaining the terms author, illustrator and blurb. At first level, most children make use of a range of different strategies successfully to read unfamiliar texts. Almost all identify their favourite authors and genres, sharing confidently why they enjoy these books. They are less confident identifying the features of non-fiction texts. At second level, almost all children read with fluency and understanding. They answer inferential and evaluative questions very well and explain reasons for their



views. Across first and second levels, children now need develop further their confidence to read aloud with expression.

### **Writing**

- At early level, almost all children use their knowledge of sounds and letters with increasing confidence when writing simple words. They use a capital letters and full stops consistently when writing a sentence. At first level, most children make effective use of time connectives and verbs to structure and order instructions. They organise their writing in a logical order using relevant or interesting vocabulary. They need support to ensure that learning from spelling activities transfers consistently to their independent writing. At second level, almost all children demonstrate strength in using sophisticated vocabulary and literary techniques such as metaphors, personification and alliteration to improve their writing. They write regularly at length for a range of purposes, using appropriate planning techniques.

### **Attainment in numeracy and mathematics**

- Overall, almost all children are making very good progress in numeracy and mathematics.

### **Number, money and measure**

- At early level, almost all children count forwards and backward with accuracy to 20 and beyond. They add and subtract confidently within 10. A few children would benefit from further challenge to extend their knowledge and application of number. At first level, almost all children use correct mathematical vocabulary when discussing and completing addition, subtraction, multiplication and division calculations. They confidently tell the time using half past, quarter past and quarter to. The majority of children would benefit from further developing their knowledge of the units of measure and make reasonable estimates of length and height. At second level, almost all children use whole numbers and decimal fractions to 1,000,000 well to complete calculations. At first and second levels, the majority of children would benefit from further practice discussing and solving multi-step problems, using number and money.

### **Shape, position and movement**

- Children across the school recognise and describe accurately the properties of two-dimensional (2D) shapes and three-dimensional (3D) objects appropriately for their age and stage. At first level, most children identify correctly lines of symmetry in 2D shapes. At second level, almost all children confidently record points on a grid using their knowledge of coordinates. They are secure in their understanding of the relationship between 3D objects and their nets.

### **Information handling**

- At early level, almost all children apply their knowledge of counting to answer questions based on data. At first level, almost all children answer questions to extract key information from bar graphs and tables confidently. At second level, almost all children collect and display data choosing an appropriate scale when creating a graph. They make effective use of technology to display data. They analyse, interpret and draw conclusions well from a variety of data.

### **Attainment over time**



- Senior leaders monitor attendance across the school closely and follow the local authority's policy on managing absences. They provide children and families with support, guidance and practical assistance to help increase attendance. Overall attendance in session 2024/25 was 94.89% which is above the national average. A few children have very low attendance. Senior leaders are knowledgeable about the reasons for this. They work closely with families and partners, including social services and health. Together, they develop flexible and bespoke approaches to help children to attend school more regularly. Senior leaders keep these approaches under regular review and are responsive to the needs of the children. Senior leaders should continue to work in close partnership with other agencies. This will help to ensure all appropriate steps are taken to reduce high levels of absence. There have been no exclusions in recent years.
- Overall, high levels of attainment are sustained over time. Senior leaders have established robust systems to monitor progress in literacy and numeracy as children move through the school. They have a well-informed understanding of emerging patterns and trends, as well as the reasons behind any fluctuations in children's attainment. Senior leaders and staff ensure gaps in children's progress are identified and addressed promptly with appropriate targeted interventions implemented. Across the school, a few children could achieve more with increased challenge in their learning.

### **Overall quality of learners' achievement**

- Children's achievements, both in and beyond school, are valued and celebrated in a variety of ways. Children and staff link these appropriately to the four capacities of CfE. This helps children recognise the skills they are developing, understand their strengths, and build confidence in themselves as learners.
- Across the school, the majority of children participate in a wide range of after school clubs delivered by staff and local partners. These include choir, handball, dance and art. Through these opportunities, children are developing a range of skills including creativity, collaboration and sportsmanship. Going forwards, staff should support children to identify and record the skills they are developing through these activities.
- Senior leaders track children's participation in activities in and outside of school across the year. This is helping them to identify more accurately those children at risk of missing out from opportunities. Staff are taking positive steps to increase participation for specific cohorts of children.

### **Equity for all learners**

- The headteacher has developed an appropriate plan for PEF. This includes using PEF to fund additional staffing to provide targeted interventions for identified children, and universal support to raise attainment and achievement for all children. Specific literacy interventions, in areas such as reading, are leading to improved outcomes for individuals. Staff need to ensure they evaluate fully the impact of all other funded interventions. This will support them to demonstrate more effectively how well additional supports and interventions are reducing the poverty related attainment gap. This information should be used to inform next steps in securing improved outcomes for identified children.



- Senior leaders and staff know the needs of their children and families well. They understand the socio-economic challenges in their community. Senior leaders have developed a policy to support all children to have equity of experience. Staff plan a range of appropriate interventions to ensure all aspects of school life are accessible to all. This includes a uniform and costume 'swap shop', lending library, subsidised school trips and free entry to Parent Council events through the 'gift it forwards' initiative. These approaches are having a positive impact on reducing the cost of the school day.



## 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