

# Pumpherstons and Uphall Station Primary School & Nursery Class

*Positive Understanding Supports Confident Personal Success*



# PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

37 Drumshoreland Road,  
Pumpherstons  
West Lothian  
EH53 0LF



## ABOUT OUR SCHOOL

Pumpherston and Uphall Station Community Primary School is a non - denominational school serving the two communities of Pumpherston and Uphall Station. The new school and nursery building was opened in 2012, providing modern accommodation for pupils and staff.

The design of the building is flexible, with the classrooms surrounding shared areas. Classroom doors hinge open allowing the learning to be extended into the shared area where pupils of various stages can collaborate, work as individuals or co-operate in small groups. There is a spacious gym hall and separate dining hall. The school has fairly large playground spaces, with each class having a decking area from their classroom into the playground. The nursery building is part of the school; it has its own outdoor garden space enabling the play set-up indoors to be replicated outdoors, allowing for free flow play.

Our current school role is 230 arranged in 9 classes (including the nursery class). In addition to the 8 class teachers we have a Head Teacher and a Principal Teacher. We also have a Support for Learning Teacher who works 4 days per week and a part-time nurture teacher. RCCT is delivered by teaching staff. There are temporary and permanent Pupil Support Workers (PSWs) deployed at various stages across the school to support children with identified learning needs, and to support whole school working. The nursery building has the capacity for 30 morning and 30 afternoon placements. Staffing includes 1 Early Years Officer, 1 full time and 1 part time Early Years Practitioners, and a PSW.



## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p><b>To raise attainment, especially in literacy and numeracy.</b></p> <p>Our measurable outcome for session 2018/19 was to:</p> <ul style="list-style-type: none"> <li>• Through developing learning, teaching and assessment practices, all children will raise attainment in writing.</li> <li>• Through developing practitioner confidence of learning and teaching approaches, positive mathematical mind sets will be enhanced.</li> <li>• Through increased practitioner knowledge of digital learning, teaching and learning across the curriculum will be enhanced for all children.</li> </ul> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of Children's Progress</li> <li>• Performance Information</li> </ul>	<p><i>We have made <b>good</b> progress.</i></p> <p><b>What did we do?</b></p> <p><b>English and Literacy:</b></p> <p><b>Primary 1 – 7:</b></p> <ul style="list-style-type: none"> <li>• We took part in <i>career long professional learning</i> to investigate making the links between learning and teaching within writing, reading, spelling and handwriting. Through staff <i>leadership</i> roles, Mrs Mooney became the <a href="#">Literacy Champion</a> for the school, attending West Lothian <i>career long professional learning</i> opportunities.</li> <li>• In order to <i>build a writing culture</i> across the school, and recognise <i>achievement</i> in writing, we developed an <a href="#">Awesome Author Award</a>, and all children took part in the <a href="#">West Lothian Young Writer Stellar Award</a>. Our <a href="#">Wonderful Wall of Writing</a> along the main corridor showcases all stage's writing from throughout the year. We also created the Junior Leadership Team, <a href="#">Literacy Leaders</a>, to ensure <i>pupil voice</i>. Children have the opportunity to take part in <a href="#">Free Writing</a> opportunities based on their own interests.</li> <li>• To create exciting and relevant literacy <i>learning and teaching</i> experiences, all classes created a literacy based interdisciplinary context for learning. This was showcased through <a href="#">Book Week</a> Scotland.</li> <li>• We introduced termly writing <i>assessments</i> focussed on a specific genre of writing. We <i>moderated</i> these assessments across levels <a href="#">within the school</a>, and across the cluster. To support pupil <i>profiling</i>, we developed child led target setting in line with West Lothian guidance.</li> <li>• To improve <i>parental engagement</i> in writing, we held a <a href="#">sharing the learning literacy event</a> so children could share with parents how literary is taught. This included a <a href="#">P1 Bookbug Family Bag</a> and <a href="#">P2-P3 Read, Write Count</a> Gifting event. We also held a parent workshop on <a href="#">how we teach writing</a>, and how to use our new literacy resource, <a href="#">IDL</a>.</li> </ul> <p><b>Early learning &amp; childcare centre:</b></p> <ul style="list-style-type: none"> <li>• We developed practitioner understanding of Renfrew Vocabulary <i>assessments</i> to support learning in literacy.</li> <li>• We increased opportunities for children to share stories with adults during the nursery session. The nursery also took part in <a href="#">Book Week Scotland</a>.</li> <li>• To improve <i>parental engagement</i>, we continued the development of PEEP to support our parents with practical ideas to develop literacy skills at home. We introduced a more flexible approach to the Big Bedtime Read. We also developed <i>parental engagement</i> in numeracy and literacy through <a href="#">Pop in and Play</a> opportunities.</li> </ul> <p><b>What did we do?</b></p> <p><b>Maths and Numeracy:</b></p> <p><b>Primary 1 – 7:</b></p> <ul style="list-style-type: none"> <li>• We took part in <i>career long professional learning</i> to investigate the use of number talks, and the impact of <a href="#">mathematical mindsets</a> on improving attitudes to maths and numeracy. Through staff <i>leadership</i> roles, Mrs Campbell continued as the <a href="#">Numeracy Champion</a> for the school, attending a wide range of West Lothian <i>career long professional learning</i> opportunities, including <a href="#">Maths Mastery</a>.</li> <li>• In order to <i>build a numeracy culture</i> across the school and recognise <i>achievement</i> in maths and numeracy, we continued to develop our <a href="#">STEM Superstar Award</a>. We also created the Junior Leadership Team, <a href="#">STEM Superstars</a>, to ensure <i>pupil voice</i>.</li> <li>• To create exciting and relevant numeracy <i>learning and teaching</i> experiences, all classes created a <a href="#">STEM</a> based interdisciplinary context for learning. This was showcased through British Science Week. We also purchased new resources for children, and reading materials for staff, to improve our approaches to <i>learning and teaching</i> in numeracy.</li> <li>• We developed child led target setting within numeracy to support pupil <i>profiling</i>.</li> <li>• To improve <i>parental engagement</i> in numeracy, we held a <a href="#">STEM sharing our learning</a> event for children to share how STEM subjects are taught with their parents. We also held a <a href="#">parent workshop</a> on how we use number talks and develop mathematical mindsets. At this event, we also introduced the <a href="#">Bedtime Maths App</a> to support learning at home.</li> </ul> <p><b>Early learning &amp; childcare centre:</b></p> <ul style="list-style-type: none"> <li>• We further developed opportunities for pupils to apply and extend their maths <a href="#">number skills</a> independently in their play, especially through Froebel, <a href="#">STEM</a> approaches and outdoor learning.</li> <li>• We explored the use of number talks <i>learning</i> experiences in the nursery.</li> <li>• We developed <i>parental engagement</i> in numeracy and literacy through <a href="#">Pop in and Play</a> opportunities.</li> </ul> <p><b>What did we do?</b></p> <p><b>Digital Learning:</b></p> <p><b>Primary 1 – 7:</b></p>

	<ul style="list-style-type: none"> <li>We took part in a wide range of <i>career long professional learning</i> to improve digital approaches to learning and teaching. This included <a href="#">Barefoot Computing Training</a>, <a href="#">apps</a>, <a href="#">Glow</a>, <a href="#">coding</a>, <a href="#">Promethean Panels</a> and hardware. Each term, staff created a <a href="#">digital pledge</a> and we shared the impact. Through staff <i>leadership</i> roles, Mrs McJimpsey became the Digital Champion for the school.</li> <li>In order to <i>build a digital culture</i> across the school, we have started our <a href="#">Digital Schools Award</a> journey. We continued to develop our <a href="#">STEM Superstar Award</a>, and created the Junior Leadership Team, <a href="#">Digital Directors</a>, to ensure <i>pupil voice</i>.</li> <li>To create exciting and relevant digital <i>learning and teaching</i> experiences, all classes created a digital based interdisciplinary context for learning which included an Education Scotland challenge during <a href="#">National Digital Learning Week</a> Scotland. We have bought a range of hardware and software including iPads, a green screen, <a href="#">Spheros</a>, <a href="#">Virtuali-Tee</a>, <a href="#">Botley</a> and <a href="#">apps</a>.</li> <li>We have introduced digital approaches to <i>profiling</i> and sharing learning. All classes <a href="#">blog</a> on a regular basis, and <a href="#">Primary 1</a>, <a href="#">Primary 2</a> and <a href="#">Primary 3</a> have used Sway to share learning. P5-7 used <a href="#">Didbook</a> to set and reflect on targets.</li> <li>To improve <i>parental engagement</i> in digital learning, we had a <a href="#">Sharing Our Digital Learning</a> event to share with parents how digital approaches enhance learning and teaching. We also held a <a href="#">parent workshop</a> on how we use different digital platforms.</li> </ul> <p><b>Early learning &amp; childcare centre:</b></p> <ul style="list-style-type: none"> <li>We have introduced digital approaches to <i>profiling</i> and sharing learning. We have continued with online learning journals, and the <a href="#">nursery blog</a> on a regular basis as well as using Sway to share learning.</li> <li>To create exciting and relevant digital <i>learning and teaching</i> experiences, the nursery took part in <a href="#">National Digital Learning Week</a> Scotland.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>Children are more <i>engaged</i> in the writing process. They understand the purpose of their writing and are able to write for a more sustained period of time. In their SNSA standardised assessments, children have demonstrated a greater awareness of the grammar and spelling required to support the writing process. Our achievement of a level <i>attainment</i> using teacher judgement shows that P1 – 83% of Primary 1 children have achieved early level, 83% of Primary 4 children have achieved first level and 76% of Primary 7 children have achieved second level in writing.</li> <li>Children across the school have developed positive mindsets in their approach to numeracy, and they confidently <i>participate</i> in numeracy discussions about strategies they can use to solve calculations. In their standardised assessments, children have demonstrated their ability to apply a range of numeracy skills to solve calculations and problems. Our achievement of a level <i>attainment</i> using teacher judgement shows that P1 – 93% of Primary 1 children have achieved early level, 76% of Primary 4 children have achieved first level and 80% of Primary 7 children have achieved second level in numeracy.</li> <li>Children in our early learning and childcare setting are making good progress in literacy and numeracy skills at early level. This is reflected through <i>attainment</i> and <i>achievement</i> recorded in their progress trackers, and observations in their online journals.</li> </ul> <p><b>Our priority for next session will be to:</b></p> <ul style="list-style-type: none"> <li>All children receive regular, well-planned learning in one plus two modern languages. Learning opportunities provide appropriate progression in language skills and high quality learning experiences.</li> <li>Provide all with access to numeracy and writing learning experiences of a consistently high standard, with robust assessment of progress.</li> </ul>
<p><b>2.</b> To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2018/19 was to: <i>Provide interventions for equity so that all children have access to an equitable</i></p>	<p><i>We have made <b>good</b> progress.</i></p> <p><b>What did we do?</b></p> <p><b>P1-P7:</b></p> <ul style="list-style-type: none"> <li>We have had cluster <i>career long professional learning</i> opportunities through an <a href="#">in service day</a> provided by Pivotal Education and When the Adults Change, Everything Changes book. Staff formed professional learning groups and carried out a <a href="#">small test of change</a> in their classes from the book.</li> <li>As a cluster, <a href="#">we watched the Resilience Film</a> to explore adverse childhood experiences, and we have also offered this experience to parents.</li> <li>We have introduced <a href="#">Responsible Roles</a> in Primary 7 and <a href="#">Lunch Bunch</a> in Primary 5 to support and develop pupil <i>leadership</i> and encouraging nurturing playgrounds. We have provided <a href="#">First Aid</a>, <a href="#">Peer Mediation</a> and Sports Leaders for the children to support them in their roles.</li> <li>A pupil support worker has targeted specific children at first and second level for morning check ins.</li> <li>We purchased supplementary <a href="#">five minute boxes</a> to be used with targeted pupils to support learning in literacy. Our Support for Learning Teacher trained Pupil Support Workers to implement the five minute box with these children three times per week.</li> <li>We implemented a programme of targeted support, provided by the Principal Teacher and teachers to target specific children, this included:</li> </ul>

<p><i>curriculum and achieve the best possible outcomes in achievement and attainment.</i></p> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of Children's Progress</li> </ul>	<ul style="list-style-type: none"> <li>-P6 and P4 pupils targeted support with SEAL strategies to raise attainment in numeracy skills.</li> <li>-P1 targeted literacy group</li> <li>-Targeted support in writing in P2, P3, P4, P6 and P7.</li> <li>-P4 targeted reading group</li> <li>-P2 targeted social skills group.</li> </ul> <ul style="list-style-type: none"> <li>• We provided a <a href="#">parental workshop</a> about the Bedtime Maths app at a Curriculum Evening and purchased books to compliment the resource.</li> <li>• Our Support for Learning teacher <i>led career long professional learning</i> with staff on Maths Recovery.</li> <li>• We introduced the online resource IDL to support targeted children with literacy skills, and provided a <a href="#">parental workshop</a> to support parents with using the resource at home.</li> <li>• Our weekly <a href="#">outdoor club</a> provides targeted children with a range of experiences in the outdoors. It promotes their mental health and wellbeing through exploring, risk taking, discussion and being outdoors.</li> </ul> <p><b>Early Learning and Childcare Centre:</b></p> <ul style="list-style-type: none"> <li>• Weekly <a href="#">PEEP</a> session to improve parental engagement and literacy skills.</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Children across the school are becoming more <i>engaged</i> in independently in using corrective actions to manage their behaviour.</li> <li>• Children across the school receiving targeted interventions are making progress and improvements with their <i>attainment</i> and achievement.</li> <li>• Children receiving targeted teacher support in writing are more <i>engaged</i> in the writing process. They are finding it easier to plan their writing and are able to write for a more sustained period of time. 100% of targeted Primary 1 pupils in the literacy group have made progress and are now on track in reading and writing. Children receiving the five minute box intervention are more confident in their reading and spelling as reflected in our <i>assessment</i> data.</li> <li>• Children receiving targeted SEAL teaching are more confident in mental maths strategies and are able to talk about the strategies.</li> </ul> <p><b>Our priority for next session will be to:</b></p> <ul style="list-style-type: none"> <li>• Through targeted interventions, 80% of our children in receipt of PEF funding will achieve appropriate levels at the end of P1, 4 and 7 in literacy and numeracy.</li> <li>• Through targeted interventions, 80% of our children in receipt of PEF funding will be on track within appropriate levels at P2, P3, P5 and P6 in literacy and numeracy.</li> </ul>
<p><b>3.</b></p> <p><b>To improve children and young people's health &amp; wellbeing.</b></p> <p>Our measurable outcome for session 2018/19 was to: <i>Through enhancing practitioners understanding of emotional health and wellbeing, all children will have an increased</i></p>	<p><i>We have made <b>good</b> progress.</i></p> <p><b>What did we do?</b></p> <p><b>Primary 1 – 7:</b></p> <ul style="list-style-type: none"> <li>• We have had cluster <i>career long professional learning</i> opportunities through an <a href="#">in service day</a> provided by Pivotal Education and When the Adults Change, Everything Changes book. Staff formed professional learning groups and carried out a <a href="#">small test of change</a> in their classes from the book.</li> <li>• Through staff <i>leadership</i> roles, Mrs Hardie and Ms Ness became the <a href="#">Health and Wellbeing Champions</a> for the school, attending West Lothian <i>career long professional learning</i> opportunities.</li> <li>• Using research, we have adapted our approaches to promoting a positive ethos. P1-3 use bucket fillers and P4-7 <a href="#">Positive Recognition Boards</a> to celebrate the children living our values. We have continued with the Class Dojo approach linking with our <a href="#">house points</a>.</li> <li>• We have continued to develop the Emotion Works model as a vehicle for social and emotional health and wellbeing <i>learning and teaching</i>.</li> <li>• Groups of targeted children have continued to be supported through <a href="#">nurture groups</a>.</li> <li>• Children are using the wellbeing indicators for <a href="#">self-reporting</a> of health and wellbeing.</li> </ul> <p><b>Early Learning and Childcare Centre:</b></p> <ul style="list-style-type: none"> <li>• We have explored <i>My Creative Journey</i> with staff to <a href="#">further develop children's understanding</a> of the wellbeing indicators.</li> <li>• Staff have attended <i>Career Long Professional Learning</i> on how to develop vision and values in the nursery.</li> </ul>



<p><i>knowledge and awareness of emotional literacy.</i></p> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> </ul>	<p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Learners across the school are more <i>engaged</i> in independently using corrective actions to manage their behaviour, and more children are regularly taking part in Together Time. Focus from staff is on ‘first attention to best,’ meaning there is more emphasis on positive actions that follow our school values.</li> <li>• Learners are actively <i>participating</i> in dialogue about the wellbeing indicators, and using them to report on their health and wellbeing.</li> <li>• Learners in our nursery class are continuing to make very good progress in health and wellbeing. This provides a strong foundation for our children’s learning. Relationships and friendships promote <i>inclusion</i> and support children’s learning very well.</li> </ul> <p><b>Our priority for next session will be to:</b></p> <ul style="list-style-type: none"> <li>• To refresh our vision, values and aims in consultation with the whole school community.</li> </ul>
<p><b>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people.</b></p> <p>Our measurable outcome for session 2018/19 was to: <i>Through developing high quality, relevant profiling strategies, all children will more effectively discuss and reflect on learning.</i></p> <p><b>NIF Drivers:</b></p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Parental Engagement</li> </ul>	<p><i>We have made <b>good</b> progress.</i></p> <p><b>What did we do?</b></p> <p><b>P1-P7:</b></p> <ul style="list-style-type: none"> <li>• We have devised a <a href="#">whole school profiling strategy</a>. This shows progression, and explains to parents what profiling is and how each stage profiles.</li> <li>• Our Primary 7 staff and Broxburn Academy staff have engaged in professional dialogue and developed a new <a href="#">transition project</a>. This focuses on Broxburn and its historical significance and place in society in present day.</li> <li>• We have integrated <a href="#">Developing the Young Workforce</a> opportunities into our interdisciplinary contexts for learning and <a href="#">Celebration Assemblies</a>.</li> <li>• We introduced <a href="#">Junior Leadership Teams</a> to develop <i>pupil voice</i> and <i>leadership</i>.</li> </ul> <p><b>Early Learning and Childcare Centre:</b></p> <ul style="list-style-type: none"> <li>• We have devised a <a href="#">whole school profiling strategy</a>. This shows progression, and explains to parents what profiling is and how each stage profiles.</li> <li>• Some of our nursery children have joined in with the Junior Leadership Teams.</li> <li>• We have continued to use our <a href="#">local community</a> and partners to broaden the experience of the children in our nursery.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Learners can effectively discuss and reflect on their learning through profiling and setting targets. Their language of learning has also developed.</li> <li>• Primary 7 children are successfully transitioning to high school, building on meaningful relationships.</li> <li>• Learners in our nursery class can <i>engage</i> with people about the jobs they do in <a href="#">their local community</a>.</li> </ul> <p><b>Our priority for next session will be to:</b></p> <ul style="list-style-type: none"> <li>• To embed the Career Education Standard across learning.</li> <li>• Continue to embed digital approaches to improve learning and teaching</li> </ul>

#### Attendance and Exclusion Data

- 85% of children have an attendance of over 90%.
- There has been one occasion of exclusions this school session.

#### Effectiveness of the school’s engagement with parents and other stakeholders in improvement planning and on reporting school performance.

- All our families were given the opportunity to contribute on reporting on school performance and new priorities through a [self evaluation questionnaire](#), [West Lothian Council Parent Ethos Survey](#), [school improvement self evaluation and PEF evaluation](#) and through our [Parent Partners Meeting](#).
- We used the [Learning Together](#) Evaluation at our [Parent Partner Meeting](#) as a baseline to measure the impact of parental involvement and engagement at PUSCPS.
- Through [Pumphie Pals](#) we used How Good Is OUR School to engage with our children on the progress we have made and priorities for next session.
- We regularly consult with our partners about our school improvement journey.

## Our achievements this year have included:

- [Basketball Team](#)
- [Christmas Celebrations](#)
- [Celebration Assemblies](#)
- Library Afterschool Club
- [P7 Camp to Dalguise](#)
- [P5 Camp to Lendrick Muir](#)
- [Outdoor Club](#)
- [Responsible Roles](#)
- [Transition](#)



### Partnerships and the wider community:

- [Creative Music Showcase at Howden Park Centre](#)
- [Participated in the West Lothian Burns Competition and received an award](#)
- [P7 Rotary Quiz](#)
- [P6 Euro Quiz](#)
- [RSPB Visits](#)
- [Big Spring Clean](#)
- [Participated in Uphall Station Gala Day](#)
- [Stellar Star Writer Finalist](#)
- [Active Schools Sports Festivals](#)
- [Roots of Empathy Programme](#)
- [NSPCC: Speak Out, Stay Safe!](#)
- [P5-7 participated in West Lothian Schools Triathlon](#)



### Fundraising:

- [Children in Need](#)
- [Fairtrade Fortnight](#)
- [Mad Hatter's Tea Party](#)
- [Movies for Magale](#)



### Focused interdisciplinary contexts for learning:

- [Maths Week Scotland](#)
- [Book Week Scotland](#)
- [Scots Focus](#)
- [Safer Internet Day](#)
- [World Autism Day](#)
- [National Science Week: STEM](#)
- [National Digital Learning Week](#)



### Media articles:

- [New Head Teacher](#)
- [Fraser Park Pump Track](#)
- [Mad Hatter's Tea Party](#)

## Our nursery class achievements this year have included:

- [Care Inspection Success](#)
- [Music Time](#)
- [Harvesting our own food](#)
- Improvements to our outdoor area
- [Frobel course at Edinburgh University](#)
- [Early Years Officer Leadership Award](#)



### Focused learning episodes:

- [Maths Week Scotland](#)
- [Book Week Scotland](#)
- [Scots Focus](#)
- [National Digital Learning Week](#)



## Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* show that:

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Very Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very Good
	Raising attainment and achievement 3.2	Good

How good is our Early Learning and Childcare?\* The quality indicators show that:

How good is our leadership and approach to improvement?	Leadership of change 1.3	Very Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very Good
	Securing children's progress 3.2	Very Good

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare 2016)