

Summarised inspection findings

Auchenlodment Primary School

Renfrewshire Council

20 December 2022

Key contextual information

Auchenlodment Primary School is a non-denominational school situated in the community of Johnstone Castle. At the time of inspection, there are 190 children across eight classes on the school roll. The majority of the school roll lives in Scottish Index of Multiple Deprivation (SIMD) data zones 1 to 3. Approximately one quarter of children are registered for free school meals, which is above the national average. The school community has experienced challenges because of COVID-19, including periods of significant absence for children and staff. In recent years, there have been a number of changes in the senior leadership team and for this academic year, almost all teaching staff have changed to a new stage of the school.

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 has been in post since April 2021. She is well respected in the local community and has gained the trust and respect of children, parents and staff. She has a clear vision for the school and a deep commitment to improving outcomes for all children. She is providing strong, measured leadership and direction, supported very well by the depute headteacher. They have a deep understanding of the social, economic and cultural context of the local community. Teachers, clerical officers, pupil support and environmental staff are all highly committed to the school and work very well together to support children and their families.
- Children, staff and parents have a well-embedded understanding of Auchenlodment's vision, values and aims which underpin the life and work of the school. Senior leaders involved the whole school community effectively in the consultation and selection of the values; successful, positive, active and respect. Following a recent review, staff, children and families worked well together to adopt and establish an additional value of kindness. Children and staff model the values in their interactions with each other throughout the school day and hold regular discussions centred on these. As a result, children recognise these qualities when displayed by others and nominate peers for recognition at 'Red Carpet' assemblies.
- Senior leaders have established effective quality assurance arrangements, including regular well-planned evaluation activities. They sample children's work, carry out lesson observations and hold focus group discussions with all children. All staff are involved in the improvement planning process and in agreeing priorities going forward. The headteacher provides a robust rationale for change in the school improvement plan. Senior leaders ensure the plan is focused on improving outcomes for children and include clear measures for success and baseline information. They set ambitious targets for children's overall progress in literacy and numeracy and for reducing the poverty-related attainment gap. Senior leaders consider carefully and manage the pace of change well. They seek feedback regularly and take full consideration of the views and ideas from children, parents, and partners. Senior leaders should continue to

explore ways to engage parents meaningfully in planning school improvement and in evaluating the work of the school.

- Leadership at all levels is a very strong feature of the school's work. All staff contribute and feel empowered to lead school improvements, for example by developing themes such as science, technology, engineering and mathematics (STEM), curricular areas, or play pedagogy. Senior leaders model lifelong learning by continuing to study for further leadership qualifications. The deputy headteacher has taken part in a visit to Stanford University, USA, to extend further her understanding of teaching mathematics. This has enhanced numeracy teaching across the school and positively impacted on children's mindsets. Pupil support staff are involved in professional learning and apply their knowledge well to support children in their learning. Teachers observe and build their capacity when working closely with partners, coaches and visiting specialists. Almost all teachers are involved in practitioner enquiry relating to new approaches in teaching writing. Most are involved in peer visits to observe and discuss practice, including visiting other schools and settings. The whole staff commitment to professional learning is having positive impact on children's experiences and is supporting continual improvement of teaching and learning. Senior leaders link effectively annual staff professional review and development processes to the General Teaching Council for Scotland (GTCS) standards and to school improvement planning.
- Senior leaders and staff value children's participation in school improvement work and continue to increase their opportunities to do so. The pupil council provides children across the school with the opportunity to contribute meaningfully to school life. They worked closely with environmental staff and approached the local council to help secure improvements to the school toilets. They also met and presented their case to the Parent Council in seeking support to fund new equipment for the playground. A few children have had the opportunity to consider and organise a small budget. P7 children plan and lead regular whole school assemblies. Almost all children feel the school listens to them, and they believe their suggestions bring about positive change.
- Senior leaders and staff have a clear, agreed strategy for raising attainment which is informed by a very strong understanding of the local context and needs of the school. The headteacher consults with staff and parents on the allocation of the Pupil Equity Fund (PEF) which is targeted to improve attainment in literacy and numeracy and to support wellbeing. Senior leaders and staff regularly monitor interventions and can evidence positive impact on progress and attainment in reading and numeracy for children.
- Senior leaders and teachers meet regularly to discuss in detail individual children's progress in learning across literacy, numeracy and wellbeing. A wide range of evidence underpins their discussions, and they use this effectively to plan interventions. All staff know and understand the needs of individual children very well. Senior leaders ensure that teachers and support staff have regular, planned opportunities to share information about children's progress. Senior leaders track and analyse the progress of cohorts and groups of children, such as care-experienced children or by gender. As planned, they should continue to provide regular opportunities for all staff to share and discuss high-level messages about whole school attainment.

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

- Children are fully invested in contributing positively to the whole school community and all staff demonstrate a strong commitment to children's rights. Across the school, all adults work very well to develop positive relationships with children. Staff are supported effectively by Renfrewshire Council's educational psychology service to develop their understanding of nurture. In doing so, staff have embedded nurture well as a whole school approach. Teachers and selected partners design activities to promote positive interactions between children and staff. As a result, almost all children interact positively with each other and adults across the school community.
- Teachers plan learning activities well to ensure that children engage confidently with learning. Most children benefit from appropriate and challenging learning experiences, designed to motivate them. These learning experiences are relevant and provide a suitable balance of collaborative activity and independent learning. For a few children across the school, teachers should ensure that each learning activity is purposeful and offers opportunities to progress further with their learning.
- Overall, high quality teaching is provided across the school. Almost all staff use skills developed from professional learning to improve continually children's learning experiences. Staff regularly share ideas and effective practice that ensures a consistent approach to teaching and learning across all stages. All teachers create positive learning environments and make very good use of available spaces to deliver activities and lessons in a creative range of ways. Each classroom has a dedicated library reading area. These are warm and inviting and stimulating and interesting books are encouraging children as readers. Classroom assistants and additional support needs assistants use their skills and training very well to support targeted children effectively.
- Teachers and support staff in the early stages of primary are successfully developing play pedagogy linked to national guidance. They plan an appropriate balance of direct teaching of groups and individuals and wider play opportunities well. Working together, teaching and support staff regularly discuss and evaluate their progress towards implementing high quality play. They evaluate the impact of their role as the adults, the quality of the learning environment and assess the impact this has on the learning experiences of the children.
- In almost all classes, teachers give clear instructions and explanations to children to support learning. Almost all teachers share the purpose of the learning and discuss and agree with children how they can be successful. Almost all teachers provide regular and clear written and oral feedback on progress that children find helpful. Teachers are supporting children well to develop self and peer assessment skills. This is enabling children to reflect on and evaluate their own learning and that of their peers. Teachers use questioning effectively in most lessons

and activities to engage children, to check understanding and to build on prior learning. A few teachers use questioning very well to provide open-ended challenge for children.

- All teachers regularly involve children well in planning processes where they identify what and how they would like to learn. All children are setting targets for their learning across a range of curricular areas. They benefit from conversations with teachers to set and evaluate their individual targets in literacy and numeracy. This is empowering children to understand their progress and to lead their own learning.
- All children across the school make regular use of a variety of digital technologies such as tablets, laptops and applications with confidence. Teachers provide a range of well-considered opportunities for children to apply and develop their digital skills across the curriculum and to offer opportunities for choice and independence. Secondary staff across a range of subjects provide online lessons to provide children at P7 further transition opportunities. Interactive whiteboards are used well by teachers to support their teaching. Older children use QR codes in class activities and to share and track their targets in learning. The use of digital technologies is enhancing children's learning experiences by engaging their interest and providing opportunities for personalised learning.
- All teachers effectively identify and plan key assessment activities, often by working collaboratively across stages. They make very good use formative and summative assessments consistently across the school to monitor and evaluate children's progress in learning. Teachers make effective use of helpful local authority progressive frameworks when assessing children's progress in literacy and numeracy. They make good use of diagnostic information from Scottish National Standardised Assessments (SNSA) and other standardised assessments to support professional judgement. They use a well-considered range of assessment evidence effectively to support planning for groups and individuals in their classes and when judging the standards achieved by children.
- Although, at times, pandemic mitigations limited joint activities, senior leaders and teachers have clear processes in place for moderation that are well established at school and cluster level. Teachers meet regularly and moderate effectively across a number of curricular areas, including literacy and numeracy. This supports teachers' confidence and accuracy when making professional judgements on children's progress and attainment. As planned, senior leaders should support teachers to continue to develop moderation processes across a widening range of curricular areas.
- Senior leaders and teachers make effective use of a local authority online tracking system. This supports staff to monitor children's progress over time and to set ambitious targets for levels of attainment. As a result, all teachers have a clear overview of the progress of all children across the school within literacy and numeracy. Senior leaders and staff use this information well to support regular progress discussions for individual children, groups and cohorts.
- Teachers plan effectively over different timescales and are responsive to children's needs. They make good use of progressive pathways for literacy and numeracy and link planning to Curriculum for Excellence (CFE) experiences and outcomes. They make good use of National Benchmarks when planning for assessment. Teachers evaluate and amend their planning regularly. They identify children exceeding expected learning and those who are finding tasks too challenging. They use this information well to plan and provide appropriate interventions. Commendably, at the early stages teachers and support staff meet weekly to collaboratively plan and evaluate learning experiences.

2.2 Curriculum: Learning pathways

- During the pandemic and subsequent recovery period, teachers focussed their attention to planning in detail for literacy, numeracy and health and wellbeing. Staff are developing progressive planning across other areas of the curriculum. To support this, senior leaders should prioritise time for staff to discuss and share practice across curricular areas.
- Teachers make good use of a number of different resources, programmes and approaches to support the delivery of health and wellbeing. Senior leaders and teachers should develop an over-arching pathway to align these. This will support children to build on prior learning and understand links between the skills used within and across different resources.
- Across the school, staff provide opportunities for children to learn outdoors in the playground and local area. Regular visits to Bluebell Wood and Windy Hill help children to develop transferable skills and support wellbeing. Early level staff are beginning to build on a 'forest kindergarten' approach used well in the Early Learning and Childcare class. All teachers are supporting children to develop outdoor learning skills, such as creating and maintaining small campfires. As planned, senior leaders and staff should develop further progressive planning for outdoor learning across all stages.
- Children are developing skills for learning, life and work through roles in citizenship groups. Visits from parents, partners and local businesses are used well to help children to learn about the world of work. Teachers make relevant links in literacy and numeracy to help children see how their developing skills could be used in real life or in a particular job. Children benefit from strong links with the local library service. Staff are re-establishing visits to the local library and the school is hosting visits from a mobile service. As a result of reading and storytelling approaches, children recognise reading as an important life skill to develop. Senior leaders used 'Developing the Young Workforce' well as a context for learning as part of a targeted PEF intervention.
- Staff plan and manage arrangements at key points of transition very well. They share relevant information relating to progress, wellbeing and needs that helps support smooth transitions for all children. Teachers work very well with colleagues from Johnstone High School (JHS) and planning to support secondary transition starts from P6. Secondary staff from a range of curricular areas visit the school to meet children and lead lessons. A number of subject teachers also provide virtual lessons. P1 transition is a well-embedded programme that is highly effective. It includes school visits, family sessions and fun events for all new children such as joining the school summer disco. As a result, children and families feel well prepared for transitions and supported by school staff.
- A few classes are not yet receiving a full two hours of physical education each week. Senior leaders should ensure all children are receiving their entitlement to two hours of quality physical education weekly.

2.7 Partnerships: Impact on learners – parental engagement

- Parents appreciate planned opportunities to engage with teachers and be involved in their child's learning. Shared events, such as the school birthday celebration and family campfire, are supporting parents to spend time with their child in school. Children's shows attract significant audiences and families are proud to watch their children perform. As pandemic mitigations are now lifted, senior leaders are re-establishing a full programme of family learning events and activities.
- Senior leaders share useful information through social media and newsletters. Parents feel communication approaches developed are helpful. They appreciate the efforts made by teachers to keep in contact and reach out to families during periods of remote learning. Parents appreciate the caring and compassionate approach of senior leaders and staff. Teachers regularly share children's experiences and learning through an online platform. Families also share comments and photos from home using this approach. This is helping parents to understand better their child's progress in learning.
- Senior leaders use a range of approaches to gather feedback and suggestions from families, such as digital surveys. Most parents feel that their views are important to school staff and taken into account.
- The parent council works effectively in partnership with school staff and fundraises regularly for the school. All children benefit from the resources and events they provide. This partnership is enhancing the work of school staff in supporting families and overcoming barriers to learning.

2.1 Safeguarding

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

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

- The whole school community has a well-developed approach to nurture and improving children's wellbeing. Senior leaders, supported by staff and partners, have prioritised physical and mental wellbeing of all children in the school. As a result, almost all children feel well supported, safe and included in school. Across all stages, children have a strong sense of school community and understand that they are valued contributors.
- Wellbeing sits at the heart of school and class activity. Across the school, all staff are aware of their roles and responsibilities in relation to Getting it right for every child (GIRFEC). Four times per year, all children reflect on their own wellbeing. At second level, children independently consider, record and track how they feel using the wellbeing wheel. At P4, children are supported by staff to record how they feel in relation to the wellbeing indicators. These approaches to using the wellbeing indicators regularly are helping all children to have a clear understanding of their own wellbeing. Commendably, all children at P4 to P7 are able to create an individual action plan to improve their wellbeing. At P1 to P3, children are supported by staff to describe their wellbeing and to develop a whole class wellbeing action plan. As a result, children at P1 to P3 are developing very well their awareness of their own and others' wellbeing. Children's progress towards their targets is shared regularly with parents.
- Children speak positively about staff and how they provide helpful guidance and support. Staff promote very well children's rights and explore responsibilities. This is exemplified in the wide range of meaningful pupil leadership groups in which children are involved. Children are proud of their contribution to these groups. The groups provide platforms to celebrate success, promote children's leadership and have a voice within the school. Children participating and contributing to these groups speak confidently about how they work with other children to promote good mental health and increase participation in sports. The pupil council liaise effectively with children across the school to influence decisions made about how to improve the school. The range of groups across the school is expanding almost all children's opportunities to develop skills to become successful learners, confident individuals, responsible citizens and effective contributors.
- School staff work well with external partners to enhance wellbeing and the health and wellbeing curriculum. For example, senior leaders developed a partnership with a mental health support group. The group piloted how to improve children's mental health for children at P4 to P7. The pilot project and subsequent support is helping the children build positive relationships with each other and developing their skills in resolving conflict. At P5, children are co-creating solutions to challenges they face as a group. They demonstrate awareness of conflict and are identifying resolutions and solutions to promote a more cohesive class environment.
- Senior leaders and staff ensure that all children are included. Staff and children are invested fully in promoting equality and diversity and reducing discrimination. Children participate in

groups that raise awareness of diversity across the school. This contributes to the inclusive culture within the school. There is a strong focus on all children achieving and attaining their potential. Senior leaders and staff identify well all children who require additional support for their learning. As a result, children receive additional support in a timely manner. Interventions are planned with a clear focus on including children in school. School staff are well placed to develop further their approaches to planning and monitoring targeted interventions to demonstrate what interventions have the greatest impact for children. Parents feel that their child's needs are being supported well and that their child is included.

- Professional learning undertaken by staff has a positive impact on children. For example, training in Renfrewshire's Nurturing Relationships Approach (RNRA) has resulted in children experiencing quality and supportive interactions with staff. The RNRA approach is contributing to positive patterns of attendance and levels of engagement for children impacted by poverty or children with experience of care. Overall, senior leaders and staff fulfil their statutory duties well. They should now refresh their knowledge of statutory plans. This will ensure all children with additional support needs arising from one or more complex or multiple factors which require a high degree of coordination, are considered for a coordinated support plan.
- Participation in sport is an important focus for children and staff at Auchenlodment Primary School. Children are encouraged and supported to participate in a range of sporting opportunities. Children lead sport promotion groups and seek the views of other children to influence what sports are provided across the school. This is leading to taster sessions for children to try out sports they are less familiar with. The school's partnership with Renfrewshire's Active Schools has resulted in a significant and commendable increase to children's participation in sporting activities. Activities are free, reducing barriers to participation for all children across the school.
- School staff provide religious observance in line with national guidance. The school has well-established links with church groups and older children lead assemblies to mark and celebrate occasions, such as Christmas and Easter, as a school community.

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, attainment in literacy and English and numeracy and mathematics Curriculum for Excellence levels is good, with most children achieving expected levels. Children who require additional support are making good progress from prior levels of learning. There is a need for children to maintain their progress from prior levels of attainment in writing and numeracy.

Attainment in literacy and English

- Overall, attainment in literacy and English is good. At all levels, most children achieve nationally expected levels in listening and talking. In reading, most children achieve expected levels by the end of first and second level and the majority of children by the end of early level. In writing, the majority of children at early and second level and most at first level achieve nationally expected levels of attainment. Children are now creating texts for different purpose and audiences on a more regular basis.

Listening and talking

- Across the school, almost all children listen well, and most can confidently articulate their thoughts and opinions. By the end of early level, most children work well together in small groups, sharing ideas and collaborating on activities with others. At first level, most children take turns and listen carefully to the opinions of others. A few children would benefit from further practice to extend their skills in listening and responding to others appropriately. At second level, almost all children offer their views and build on ideas suggested by others. They offer good eye contact and positive body language to encourage others to contribute. Older children would benefit from practising further techniques used to engage and influence their listener. At first and second level, all children need to develop further and practise techniques of presenting and listening across the curriculum.

Reading

- As a result of a recent school improvement focus on reading, most children at first and second level are making and sustaining very good progress. Across the school, partnerships with the local library and book charities, and creating dedicated reading areas, have increased all children's involvement in reading for pleasure. Almost all children are developing a love of stories supported by staff reading aloud daily and regular personal time to read.
- By the end of early level, the majority of children use a range of strategies to support their reading. They can apply their knowledge of sounds confidently to decode unfamiliar words. At first level, most children name a variety of authors and can give reasons for selecting their favourite author and genre. At first and second level, most children confidently talk about main ideas in a text and demonstrate a sound understanding of setting and characters. Most children at second level read fluently and answer well a range of questions including prediction and inference.

Writing

- Writing is a whole school priority area for improvement. Staff are applying professional learning to improve the teaching of writing. Whilst early in implementation, across all stages children's progress is showing positive signs of improvement. Most children are widening their range of vocabulary, extending the amount they write and retelling stories with increasing confidence. At early level, most children are demonstrating early writing skills through their play by including letters or simple words. At first and second level, most children write appropriately for a range of purposes and different audiences. Most children are beginning to apply their developing skills for writing across different areas of the curriculum. At first and second level, children need more support to apply spelling and punctuation skills more consistently in extended pieces of writing. Across the school, children would benefit from further practice of presentation and layout skills.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. Most children achieve national expected levels of attainment at early and second level, whilst the majority of children achieve expected levels at first level. Overall, most children in P2, P3, P5 and P6 are making appropriate progress towards first or second level in numeracy. A few children do not maintain their progress from prior learning. Across the school, children would benefit from further practice in applying their numeracy skills to problem-solving and multi-step calculations.

Number, money and measure

- By the end of early level, children are confident using addition and subtraction and count accurately forwards and backwards in sequence. They need further practice in learning to tell the time. At first and second level, most children demonstrate mental agility appropriate for their stage. They carry out calculations confidently and accurately. Children would benefit from further practice with multi-step word problems. At first level, most children confidently round to the nearest ten and hundred, convert between pounds and pence and can apply estimation skills well. They would benefit from further work with fractions. At second level, children apply their learning and skills in number, money and measure to real-life, practical contexts. They are less confident using fractions, decimals and percentages.

Shape, position and movement

- By the end of early level, most children identify two-dimensional shapes and three-dimensional objects. At first level, most children name an increasing range of two-dimensional shapes and use the appropriate vocabulary of position and movement when describing the location of items in relation to one another. They would benefit from further work on angles. At second level, most children are accurate working with tiling, symmetry and types of angles. They need to develop further their understanding of the properties of circles, such as diameter and radius.

Information handling

- At early level, most children confidently sort items and are growing in confidence using simple bar graphs. Across first and second level, most children use key skills in information handling, for example, the use of simple graphs and pie charts to present and interpret information. Children working at first level demonstrate good understanding of the ideas of uncertainty and chance. Older children are confident with a range of methods used to gather and classify information.

Attainment over time

- Senior leaders have gathered and analysed data for over five years. Overall, children's attainment levels in reading and listening and talking have remained steady over this period. Last session, children's attainment dipped across early level. Senior leaders and staff identified that attainment decreased post-pandemic, with numeracy and writing particularly impacted. Working together to reflect, they identify and understand the reasons for particular cohorts

having lower attainment. Staff focused on improving reading in recent years. This has helped build and sustain children's progress and increases in the number of children attaining better, are evident at first and second level. As a result of analysis of the current attainment profile, staff have identified appropriate priority areas for improvement. They are implementing targeted action at particular stages, such as early level attainment and numeracy in upper school. There are early signs of positive impact on children's progress as a result. Senior leaders and staff should continue to monitor and track attainment of individuals, cohorts and groups of children to inform and evaluate planned school improvement.

- Across the curriculum, most children make appropriate progress building on prior skills and knowledge. Senior leaders and staff should continue to develop processes to help monitor children's progress over time in discrete subjects.

Overall quality of learner's achievements

- All children throughout the school are developing skills for life and learning through citizenship groups such as the eco committee and digital leaders. At P7, children speak enthusiastically about school leadership responsibilities, such as being house captains and buddies. They are rightly proud of their valuable contributions to the life of the school. Children develop teamwork skills through visits, such as to Lapwing Outdoor Centre. A residential trip for children at P7 develops their skills in independence, resilience and communication. Prior to the pandemic, most children were involved in a wide range of trips, events and clubs. Children are benefitting from these as they are increasingly re-established. A few children in the upper stages receive free specialist musical instrument tuition. As a result, a number of children are now involved in playing with the local authority orchestra. Healthy lifestyles are promoted very well through work with Active Schools partners. The school achieved a sportsotland gold award for work in this area in 2019. Successes and achievements are recognised and celebrated during assemblies and through displays, newsletters and digital platforms. Teachers track children's participation in school clubs and outside activities. This allows them to identify and support children who may be at risk of missing out. Staff should now support all children to identify the attributes and skills they develop through participation in wider achievement activities. This will support children further as they set and evaluate their learning targets.

Equity for all learners

- The school's Pupil Equity Fund allocation is used appropriately by staff to support the raising attainment strategy for literacy and numeracy. Staff identify poverty-related attainment gaps using a range of appropriate data. They use this information to plan interventions to address these gaps. For a few cohorts across the school, staff have been successful in narrowing and closing gaps in learning. Funding is used for additional staffing and to purchase resources to support children in their learning. Senior leaders have effective systems in place to track the progress of individual children, including those who require additional support or who face barriers to learning. They can demonstrate that PEF interventions are raising attainment for most targeted pupils in literacy and numeracy. Staff also provide targeted health and wellbeing support for children, such as breakfast club. As planned, senior leaders and teachers should continue to develop further ways to measure the impact of interventions. This information will help staff to ensure targeted supports are accelerating progress and improving outcomes for all children.
- Senior leaders have arrangements in place to ensure that financial constraints do not prevent any children from taking part in opportunities for wider achievement. This supports all children to be included. Staff signpost grants and financial aid for families. Local businesses work in partnership with senior leaders to provide support to local families at particular times in the year, such as Christmas. This is improving children's health and wellbeing. The school community should continue to explore further ways to support the cost of the school day.

Explanation of terms of quantity

The following standard Education Scotland 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.