

# Summarised inspection findings

**Priorsford Primary School**

Scottish Borders Council

5 March 2019

## Key contextual information

Priorsford Primary School is a non-denominational primary school located in the town of Peebles in Scottish Borders. The school's provision comprises 15 primary classes. There is a nursery class with morning and afternoon sessions.

In January 2019, the primary school roll was 430 pupils.

The headteacher has been in post for ten years. She is supported by two deputy headteachers, a principal teacher and an acting principal teacher.

### 1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Overall, leadership across the school is good. All staff have a clear understanding of the social, economic and cultural context of the local community. They have a strong commitment to children and families and ensuring the school has the highest possible standing. Staff are developing a good awareness of the importance of delivering equity for all children. They are aware of the need to recognise and close any attainment gap. Staff are improving their skills in analysing a range of data to identify any gap, and inform the most appropriate next steps to address this.
- The school has recently reviewed the school values. They were devised and agreed collaboratively with staff, children and parents. They reflect fully the school's focus on children's rights. As planned, the school community should now work together to refresh the school vision to ensure it also takes full account of the context of the school. In this way, the vision and values will provide a strong platform for underpinning all future improvement to the school.
- The headteacher has gained the trust and respect of children, parents, staff and partners. She has developed a welcoming, caring and supportive ethos and has established a culture where staff at all levels are engaged in the change process. Supported by the deputy headteachers and principal teachers, the headteacher strongly encourages collegiate working and professional learning across the staff team. As planned, the headteacher should now clarify the strategic remit of the senior leadership roles within the school. This will help maximise the potential of future school development.
- Under the headteacher's leadership, positive teamwork is evident across the school, and staff feel confident to suggest and take forward new ideas. There is now scope to ensure the headteacher and senior leadership team provide clearer strategic leadership and direction. This will ensure all staff are focused on bringing about agreed improvements, which have been identified as a priority for the school.
- Self-evaluation systems are in place to audit the work of the school and the results of self-evaluation are used to inform priorities for improvement. Staff contribute to identifying the

priorities for school improvement and therefore have ownership of the school improvement plan. There is scope for all stakeholders to become more involved in shaping school improvement.

- There is an effective professional review and development process within the school. It is clearly linked to the General Teaching Council for Scotland (GTCS) standards. As part of the quality assurance process the headteacher and depute headteachers observe classroom practice and give feedback to staff. The school should now consider developing this further through more focused observations against aspects of learning and teaching. This will help identify best practice, which can then be shared better across the school.
- The school is implementing plans for its Pupil Equity Funding (PEF). An Inclusion Group has been established and includes parent and staff representatives. They consult with the pupil council and are currently addressing issues relating to the cost of the school day. For example, the cost of residential trips and participation in sporting activities. The headteacher and staff are aware of the need to monitor and gather robust evidence on interventions and the impact on outcomes for all children. They need to continue to ensure their approaches to improving equity result in closing the poverty related attainment gap.
- The senior leadership team regularly discusses children's attainment and forward plans with staff and give written feedback. They should now consider giving more focused messages, which define what has been good or successful and what members of staff should continue to develop. Staff highlight that they plan together. This should continue to be built upon to help staff to support and challenge each other as well as enable further moderation activities to take place.
- The headteacher has encouraged staff creativity and innovation with the development of professional enquiry. Individual practitioners are reflective in their work, and are eager to seek advice from local and national guidance. Staff participate regularly in learning rounds. They value the opportunities they have to observe the practice of their colleagues and can discuss a few changes they have made to their teaching as a result. We ask that staff continue to build on this work and develop it more fully over time.
- Leadership at all levels is actively promoted across the staff team and staff contribute to leading improvements across the school. The school is increasing the leadership opportunities and self-evaluation skills of children. We ask that they continue to build these leadership opportunities across the school and involve more children further in self-evaluation and identifying areas for school improvement.
- The senior leadership team has in place a quality assurance calendar to monitor and track the work of the school. However, there needs to be a more systematic approach to ensure the effective use of planned interventions to continue to improve children's attainment. Records of attainment meetings should clearly identify specific actions, which lead to improved outcomes for all children.
- The headteacher has established productive working relationships across and beyond the school community. There is evidence that her success in creating effective community partnerships, such as with local organisations and businesses, is having a positive impact on the development of children's citizenship skills and on their knowledge about the world of work.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

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

### Learning and Engagement

- The ethos and culture of Priorsford Primary School reflect a commitment to children's rights and values-led education. Almost all children are well mannered and considerate. Relationships between children and staff are very positive. Most children are engaged and motivated by the learning activities provided by staff.
- Children benefit from opportunities to express their views and influence decision-making across the school through participation in the pupil council, and suggestions that are sought through surveys and forums. All children in P7 hold leadership roles such as Big Friendly Guys/Girls (BFGs), house captains and leaders in physical education. The majority of children say that adults listen to their views and take them into account. In a few classes, children take responsibility for actively leading learning.
- Attractive displays in classrooms, and around the school, reflect current curriculum focus, initiatives and achievements across the school community. In a few observed lessons, teachers used displays effectively to enhance teaching and learning, revisit prior learning and demonstrate progression in learning.
- All classes across the school make positive use of the outdoor environment. In most classes staff use resources effectively to provide interesting contexts for learning. Most children are participating in a range of effective learning activities. Better strategic planning of these experiences will help ensure knowledge and skills are developed more progressively across the school.

### Quality of teaching

- Overall, the quality of teaching is good. There is a purposeful and calm learning environment within the school. In most lessons, teachers share clear learning intentions with children. In moving forward, more opportunities should be provided for children to co-create success criteria. This will help ensure children understand fully the skills they are developing and build on prior learning.
- Senior leaders and staff recognise the need to improve the consistency of learning and teaching. As planned, they should now review the features of effective teaching and learning which reflect the context of Priorsford Primary School. In a few observed lessons where whole-class teaching was used, the pace was too slow and there were missed opportunities for children to be more actively engaged. The senior leadership team should ensure there are continued opportunities for staff to share good practice across the school.

- Staff make use of learning through play pedagogy. They should now engage in robust evaluation to improve how it offers sufficient challenge and progression for all learners. There is a need to ensure more strategic leadership of this approach across early level and how it can be used effectively at other stages of the school. Staff would benefit from further professional learning to enhance their understanding of learning through play. This will support better outcomes for all children.
- In most lessons, tasks, activities and resources are meeting the needs of most children. There is a need to develop further challenge in learning across the school. Current approaches to differentiation should be reviewed. This will help support further improvement in attainment for all learners.
- A range of digital resources such as video clips, interactive whiteboards and tablets are used to enhance learning and teaching. Staff should continue with plans to develop further digital literacy systematically across all stages.

### **Effective Use of Assessment**

- Staff have made a positive and enthusiastic start to moderating standards of children's work. There are regular formal and informal opportunities for moderation and teachers are developing their confidence using Curriculum for Excellence benchmarks. A shared understanding of achievement of a level is developing and teachers have identified cluster working as a positive next step in their professional development of this work.
- At key points, a range of formative and standardised assessments support teachers' professional judgement. Senior leaders and staff are at the early stages of implementing a revised assessment framework.
- Most children are provided with a range of oral and written feedback to support their understanding of progress in learning and how they can improve. Across the school, most teachers are using approaches such as self and peer assessment to enable children to reflect on, and evaluate, their learning. In a few classes, children are benefiting from learning conversations with their teachers, which involve agreeing and setting their own targets. The senior leadership team should now ensure a consistent approach to the effective use of target setting and reflection of learning across the school.

### **Planning, tracking and monitoring**

- There are a few opportunities for children to be actively involved in planning thematic work and making personalised choices including homework. The school plans to increase opportunities for children to take more of a lead role in planning their own learning across all curricular areas.
- Approaches to planning the curriculum need to be more consistent across the school. The senior leadership team should provide stronger leadership and direction to staff in planning and tracking progress for all learners across the Broad General Education. Teachers should continue to develop collaborative approaches to planning across and within levels.
- The senior leadership team has planning, tracking and monitoring meetings with staff four times a year. Systems are in place to track and monitor children's progress across literacy and numeracy. These include information based on summative and diagnostic assessment. There is a need to ensure the actions from meetings are recorded more robustly and used to plan next steps. This will help senior leaders to evaluate further the effectiveness of interventions intended to improve outcomes for children.

## 2.2 Curriculum: Learning and development pathways

- A curriculum rationale has been created with staff and the senior leadership team. It reflects the ethos and values of the school. The school recognises the need to continue to develop this to articulate the uniqueness of the school and its place within the community. The school should take full account of the design principles of Curriculum for Excellence. This will provide greater depth, choice, challenge and progression in children's learning. It will ensure that the curriculum reflects the local context and the expectations for children's learning and achievements.
- The senior leadership team, in consultation with staff, needs to create a clear strategic framework to help organise the curriculum. This should include an outline of how the four contexts of the curriculum are planned holistically to provide children with a coherent and progressive learning experience. Continuing to develop a shared understanding of this will support staff at all levels to design a curriculum that meets children's entitlements to a Broad General Education. The role of interdisciplinary learning should be reviewed to ensure that it enhances children's learning further.
- In a few curricular areas, curriculum planning takes account of national guidance for Curriculum for Excellence. Staff refer to, and make use of, the experiences and outcomes in the majority of curricular areas. Supported by the senior leadership team, staff require to develop further their understanding of curriculum planning. Appropriate progression pathways should be developed for all curricular areas. This will ensure children are supported to build on prior learning.
- Staff are very enthusiastic and motivated to lead change and improvement in learning within and beyond the classroom. Through the development of a variety of activities including Forest Schools, the use of a poly tunnel and school garden and the John Muir Award, outdoor learning experiences are very positive. Staff should continue to develop a more progressive approach to outdoor learning throughout all stages of the school. This will ensure greater depth of learning.
- Children experience opportunities for developing skills for learning, life and work through working in groups and problem solving together. Parents and partners have provided positive opportunities to support children's awareness of the world of work. There is scope to further develop the Careers Education Standards more fully across the school and integrate these within the school's curriculum rationale.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Partners speak very positively about the warm, welcoming ethos of Priorsford Primary School. The support they receive from senior leaders and enthusiastic staff has a positive impact on learners. Interventions to support transition to high school are enhanced through partnerships with community learning and development (CLD) at Peebles High School and programmes led by Peebles Youth Trust. All partners can see capacity being built within the school to continue and build on their initial input.
- The school plays an active role in the community. Pupils across the school participate in a range of community events including P3 reading to residents of the local care home and children from P4 to P7 participating in the Peebles Arts Festival. Effective partnerships also support projects such as the Young Engineers Club and the school gardening club. All children participate every two years in a popular and successful school book festival.
- A majority of parents who responded to the pre-inspection questionnaire feel the school takes their views into account when making changes. However, a few parents indicated they are not always aware of why new initiatives are undertaken. The senior leadership team should continue to develop approaches to involve a wide range of parents in school improvement.
- Information is shared with parents through social media, open mornings and curriculum workshops. The planned development of learning diaries should be taken forward with parents to ensure they meet the needs of the school community and strengthen home school partnerships.
- The school has a very supportive Parent Council and Parent Teacher Association (PTA) who fundraise extensively for the school. The Parent Council plan and organise a world of work week every two years. A wide range of parents, businesses and employers support this event. Weekly Together Time provides children with an opportunity to meet people from a range of jobs and make links with their learning. The senior leadership team should now utilise this expertise in a more focused way. A clearer link to developing the skills for learning, life and work would be beneficial.

## 2.1 Safeguarding

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



### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

#### Wellbeing

- Throughout the school, there is a strong sense of community. Staff and children describe this as being part of the Priorsford 'family'. This sense of family is reinforced through school assemblies. The recent review of the school values involving parents, children and staff, has resulted in shared understanding, and shared expectations, across the school. Almost all children talk confidently about the newly reviewed values and can give examples of how their actions and attitudes reflect the school values. They can explain how 'caring, kindness and fairness' apply to them, and the Priorsford Primary School community.
- The school's success in gaining a Rights Respecting School gold award is evidence of the school's sustained commitment to children's rights. This underpins all aspects of the work of the school. In pre-inspection questionnaires, most children indicated that the school helps them to understand and respect other people. Children are active participants in decision-making, and feel that their views are valued and respected. A few children support the development of health and wellbeing through leadership roles such as Junior Road Safety Officer and BFGs.
- Staff have a good understanding of 'Getting it right for every child'. School assemblies are being used effectively to develop children's understanding of the wellbeing indicators. Across the school, a few children have the opportunity to talk about, and illustrate, what the wellbeing indicators mean to them. There is scope to develop this to include all children. Most children feel safe in school.
- A rich variety of clubs and activities provide opportunities for children to build friendships and social networks as they develop shared interests. Participation levels across the school are consistently high and the school recognises the contribution these experiences make to children's overall health and wellbeing. However, although the school records children's participation in these club activities, they are not yet tracking children's progress in health and wellbeing.
- Senior leaders' recognition of the importance of mental health and resilience, of both staff and children, has resulted in this being a key area for development. Almost all parents who responded to pre-inspection questionnaires feel that the school supports their child's emotional wellbeing. As a result of training to promote positive health and wellbeing, staff have a greater understanding of how to maintain a better work-life balance.
- There are early indications that training to develop greater consistency in the promotion of positive behaviour is proving to be effective. For example, children and parents welcome the new 'meet and greet' approach in the mornings. Children like the personal welcome from their class teacher and the direct access to the classroom. They feel this is enabling them to settle

to their work more quickly. Senior leaders should continue to monitor the implementation and impact of recent staff training to ensure the consistency of this practice across the school.

- Children are provided with a range of strategies to develop their resilience and independence in learning. The application and reinforcement of strategies to support this is evident across the school. As a result, children are beginning to show greater resilience and independence in leading their learning.
- Effective partnership working with a range of agencies is enabling children to be supported in a variety of ways. For example, interventions to provide targeted support through Forest Schools and a mentor programme, are strengthening children's transition to secondary. The very recent introduction of a trainee school therapy dog, 'Peggy', has been warmly welcomed in the school.
- The school's high level of commitment to encouraging all children to be physically active has resulted in them achieving two SportsScotland gold awards. Children representing the school across a range of sports have experienced success at both local and national level. Positive sporting role models are actively promoted, including former pupils.
- Children are also encouraged to develop skills in other areas, such as music. Opportunities to learn to play musical instruments, sing in a choir, and perform to an audience are developing children's self-confidence.
- Having undertaken a review across the health and wellbeing curriculum, the school has correctly identified significant gaps in its provision. Senior leaders should ensure that robust, coherent learning pathways are in place for all aspects of the health and wellbeing curriculum.
- Outdoor learning is an increasingly prominent feature of children's learning experiences. The school benefits from extensive school grounds, which provide a range of learning environments. The school has achieved three green flags in Eco schools, and John Muir Awards are embedded at P6 and P7. There is considerable scope to review how these activities could be used to support and enhance the delivery of a robust, progressive health and wellbeing curriculum.

### **Fulfilment of statutory duties**

- Senior leaders need to enhance levels of awareness, knowledge and understanding of current legislation, guidance and codes of practice related to wellbeing, equality and inclusion.
- The statutory duties to promote the school meal service, protect the identity of those entitled to a free school meal and ensure access to free drinking water throughout the day are being met.
- The lunchtime provision fully meets the nutrition regulations and food and drink standards.

### **Inclusion and equality**

- As a result of training, staff have an increased understanding of the impact of poverty on outcomes for children. Senior leaders and staff have good knowledge of children and families and use this well to remove barriers to participation and ensure equity. The establishment of an Inclusion Group is enabling the school and parents to work together to review the cost of the school day. Building on this positive start, the school should continue to review and address the cost of the school day and continue to develop staff understanding of inclusion and equality.
- A range of targeted interventions is in place to support individuals who may require additional support. These include lunchtime clubs and nurture approaches. The PEF is contributing to improvements in wellbeing for targeted children. For example, the group participating in Forest

Schools has seen a general increase in their wellbeing and level of involvement as a result. All children participating in the swimming group reported feeling healthier and most improved their swimming skills.

- Children learn to value and celebrate diversity through their involvement in charity work, school assemblies and curricular work. There is scope to develop this further as part of the review of the health and wellbeing curriculum.
- Through the school's development of science, technology, engineering and mathematics, children feel that girls and boys have equal access to activities such as the Young Engineers Club.

### 3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

#### Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is good.
- Curriculum for Excellence levels provided by the school for session 2017/2018 show that most children achieved early level in reading and writing and almost all in listening and talking. Most children achieved first level in reading, writing, and almost all for listening and talking. Almost all children achieved second level in reading, listening and talking and most achieved second level in writing. In numeracy and mathematics, most children achieved early level in numeracy by the end of P1. Most children achieved first level in P4 and almost all children in P7 achieved second level. This session, most children are on track to achieve relevant Curriculum for Excellence levels in literacy and numeracy.
- The school should now sharpen its focus on adding value to attainment. It is the view of inspectors that there remains scope for children across the school to achieve more.

#### Attainment in literacy and English language

- Children's attainment in literacy and English language is very good. Most children are making good progress in reading, writing, listening and talking.

#### Reading

- Almost all children make very good progress in reading. Reading for pleasure and enjoyment is actively promoted throughout the school. The school has a well-resourced library and children are encouraged to take books home to read. The organisation and running of the school library is supported well by parents. Teachers read aloud regularly to children to ensure they have a rich experience of appreciating different genres. Parents are actively encouraged to read to their children at home.
- At early level, most children can read aloud familiar texts with attention to simple punctuation. They can identify the cover, title, author and illustrator of a book and know the difference between fiction and non-fiction. They can hear and say blends made by a combination of letters. At first level, most children can read aloud a familiar piece of text, adding expression and can show understanding. They are motivated to read for enjoyment and can explain why they liked particular authors and genres. At second level, children can recognise techniques

used to influence the reader, such as emotive language. They can read fluently and with understanding and expression. They regularly select texts for enjoyment or to find information for a specific purpose.

## **Writing**

- Most children make very good progress in writing. Staff have developed a comprehensive approach to the teaching of writing skills from P1 to P7, based on assessment information and research. Writing is assessed regularly from P1 to P7 to track children's progress over time. Children across the school have experience in writing for a variety of audiences and purposes.
- At early level, most children can attempt to spell familiar words correctly. They can use a capital letter and a full stop in at least one sentence. At first level, most children can write imaginatively and creatively by writing stories and poems with recognisable features. At second level, almost all children can create texts for a range of purposes and audiences selecting appropriate genre, form, structure and style. Children at first and second level can talk confidently about their approach to composing a piece of writing and the skills required to be successful.

## **Listening and talking**

- Attainment in listening and talking is very good. In most classes, children work well collaboratively and in pairs, including in French lessons.
- At early level, most children can listen and respond to others appropriately and follow simple instructions. At first level, most children can listen and respond appropriately to others in a respectful way. They can communicate clearly and audibly. At second level, children can contribute a number of relevant ideas and opinions when engaging with others. They are respectful of others' views and are willing to offer their own viewpoint in a constructive way. To improve consistency across the school, a clear learning pathway to support the development of listening and talking skills should be developed.

## **Attainment in numeracy and mathematics**

- Overall, attainment in numeracy and mathematics is good. Most children make good progress.

## **Number, money and measurement**

- Across the school, most children have a good understanding and confidence of place value and number processes. At early level, most children can order numbers forwards and backwards within 20. Across first level, a new problem solving strategy has improved understanding of number. At second level, this intervention has also increased mental agility in all four operations. Children can confidently explain the reason they used a particular strategy and make connections. Mental agility and problem-solving should continue to be developed as progressive whole school approaches.

## **Shape, position and movement**

- Most children at early and first level are confident in sorting and identifying common two-dimensional shapes and three-dimensional objects. At first level, they can use the mathematical language of side, face and edges. Children are developing a good understanding of shape, position and movement using programmable toys. Most children at second level are confident in using appropriate mathematical language to describe the properties of a wide range of shapes.

## Information handling

- Due to a focus on numeracy skills this session, there is limited evidence of children's progress in relation to information handling. Children would benefit from regular and relevant opportunities to analyse and display information, including through the use of digital technologies.

## Attainment over time

- The school provided a range of data on children's progress over the last five years, including children's achievement of Curriculum for Excellence levels. This data reflects teachers' professional judgment, and a range of standardised assessments. It indicates that the school has raised attainment in literacy and numeracy over time, with the exception of a recent slight decline in numeracy at early level. Interventions to support reading, writing and mental agility have contributed to this overall positive progress. As planned, the school should now focus on developing approaches that will help to continue to raise attainment.
- Teachers are developing their skills of using moderation to ensure a shared understanding of achievement of Curriculum for Excellence levels. Further moderation activities, within the school, and with colleagues from other schools, will help support teachers make increasingly more robust and reliable judgements on children's progress through levels.

## Overall quality of learners' achievement

- There are regular opportunities to recognise and celebrate the interests and achievements of children through assemblies and personal achievement awards. Star pupil awards celebrate children's skills and achievements at weekly assemblies. Support staff nominate children termly who uphold the Rights Respecting School values for a School Ambassador award.
- Children who demonstrate the school values of 'kindness, caring and fairness' are nominated by their peers to receive a Fantastic Friday award. Children have opportunities to gain accreditation through the John Muir awards in P5, P6 and P7. This enhances their outdoor learning experiences. Children are experiencing success across a range of sports at school, local and national level. The school has achieved two SportsScotland Gold School Sport awards. They currently provide a wide range of after school clubs and activities including dance, music, sports and arts.
- In the wider community, children are involved in an intergenerational project with a local nursing home and recently made donations to a local foodbank from their harvest assembly. Throughout the year, they raise funds for a variety of charities including Children in Need and Poppy Scotland. Children's wider achievements should now be tracked and monitored to capture the development of children's skills for learning, life and work.

## Equity for all learners

- The senior leadership team and staff have a good knowledge of the socio-economic context of their school. All staff know children well and, as a result are able to respond sensitively to circumstances.
- The school currently receives additional resources from the PEF and senior leaders have directed this funding to aspects identified through their self-evaluation procedures. For example, the school is funding additional resources to support literacy and numeracy. The school should continue to ensure that interventions are targeted, planned and implemented in a measureable way leading to improved outcomes for children.

## Choice of QI: 1.2 Leadership of learning

- professional engagement and collegiate working
- impact of career-long professional learning
- children and young people leading learning

- Across the school, there is a clear culture of teamwork, collegiate working and a commitment to professional learning. Staff are willing to participate in professional learning in school, and beyond. Staff are willing to try new approaches in their classroom. The school should build on this culture to ensure effective learning and teaching is shared consistently across the school, and the impact on children's experiences is evaluated robustly.
- Staff maintain an accurate record of professional learning and an annual collegiate calendar supports the planning of professional learning across the year. A useful next step would be to ensure that professional learning and dialogue focus more directly on school improvement priorities. This will lead to more consistency in practice across the school and improved outcomes for children.
- Staff are committed to career-long professional learning. A number of staff engage in practitioner enquiry and attend a professional reading group. Staff work well with stage partners in planning learning. However, to support better moderation across the school, there is scope to encourage more curriculum planning across the school as a whole. As staff engage further in this work, we encourage them to continue to be outward and forward thinking in their learning.
- Children are enthusiastic in taking on a variety of leadership roles around the class and school. This includes roles such as members of the pupil council and eco-committee. When showing visitors around the school, children are confident to talk about school life. Children told inspectors that they enjoyed participating in a professional reading group for pupils. As planned, the school should consider developing this work and support children to engage further in leadership, self-evaluation and school improvement activities.
- The school provides a number of opportunities for children to take responsibility for their own learning and successes. However, there needs to be a more coherent and planned approach for children to recognise themselves as learners. They need to actively engage in more structured discussions with staff about their next steps in learning, and be given more planned and frequent opportunities to lead their own learning.

## 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.