

Summarised inspection findings

Garelochhead Primary School

Argyll and Bute Council

25 August 2026

Key contextual information

Garelochhead Primary School is a non-denominational school serving the village of Garelochhead and the surrounding rural area. At the time of the inspection, there were 70 children attending the school. Children are taught across four multi-stage classes. The school reports that 19% of children are registered for free school meals, which is in line with the national average. Most children live within Scottish Index of Multiple Deprivation (SIMD) data zones 4 and 6. Almost a quarter of the school roll are from families who serve in the armed forces. Staff note that 31% of children require additional support with their learning. The headteacher has been in post since November 2025. She is supported by an acting principal teacher, who was appointed in December 2025. They serve as the school’s leadership team.

1.3 Leadership of change	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	

- Children, staff and parents were fully involved in the recent refresh of the school’s vision, values and aims. Their vision of ‘being the tree of knowledge at the heart of the community’ is the lived experience of children, staff, parents and partners. The well-embedded school values of ‘be kind, be ambitious, be safe and be respectful’ are well-promoted throughout the school. These are widely understood and are evident in everyday interactions between staff and children. The school community has worked successfully to ensure cohesion between the vision, values and aims. As a result of this work, children display a very strong sense of belonging to the school.
- The headteacher is highly regarded across the school by children, staff, parents and partners. In the short time since she has taken up post, the headteacher has clarified the strategic direction of the school to the school community. Her energy and passion for improving learners’ outcomes is enthusing staff to lead change. Parents, children and staff feel strongly that the headteacher has transformed the ethos, with children’s needs identified and met effectively across the school. The school leadership team work very well together, ensuring change is considered carefully and paced appropriately. They are prioritising the actions required to improve learners’ experiences and outcomes. School leaders have introduced a range of strategies, systems and processes which are improving children’s learning and attainment.
- The headteacher has sharpened the focus on school improvement planning. She has identified the need for a more coherent school improvement journey, a clear rationale for change and for improvement actions to be embedded. School leaders have taken important steps to ensure that going forward, the school improvement plan (SIP) contains more precise improvement actions, informed by a wide range of robust self-evaluation evidence. The SIP contains clear and measurable priorities and is very visible across the school. School leaders review improvement work regularly with staff to evaluate progress in achieving priorities. Almost all parents and staff agree that their views are considered in the

school improvement planning process. Children's views are captured effectively through a wide range of well-embedded and highly-effective approaches including surveys and focus groups.

- The headteacher has introduced a systematic and well-planned approach to quality assuring the work of the school. Staff are clear in the expectations of gathering evidence from a range of qualitative and quantitative data. They use this very well to identify important improvement priorities. School leaders should continue to support staff in using self-evaluation evidence to inform and review the impact of their improvement actions. This is to improve further all learners' experiences and raise attainment.
- The headteacher has established a strong, collaborative culture and staff feel empowered to lead change. All staff undertake a leadership role to improve learning environments and enhance children's wellbeing, progress and achievement. Both teaching and support staff lead conscientiously to improve considerably learners' experiences. This includes, implementing an improved curriculum offer for learners, meeting children's needs, providing a range of clubs and organising impactful initiatives to improve children's health.
- Children enjoy the increasing leadership roles they undertake across the school. The majority of children lead through formal or informal leadership roles. This includes as house captains and pupil council representatives. Through these roles, children have improved how learners' views are captured. The 'Garelochhead Guardians' have devised creatively a range of approaches to promote children's rights. As a result of their work, children's rights are very well understood across the school. In addition, they have led the pursuit of national accreditation in order to have their positive work in this area recognised. A child-led group of librarians have contributed successfully to the development of a positive culture of reading for enjoyment. Consequently, they have ensured the library is a vibrant and well used space. In line with the school's vision, they have opened a lending library to support the local community. Children also lead as buddies, sports leaders and in various leadership groups to improve the school environment. School leaders should continue, as planned, to build on these impactful leadership roles to offer more opportunities for all children.
- Staff's professional learning is aligned well to achieving school improvement priorities. Staff benefit from focused activities related to improving learning, teaching and assessment. The headteacher is passionate about research-informed professional learning and is enthusing staff to engage in purposeful reading and practitioner enquiry. Although this work is at an early stage, this is helping staff to understand the required expectations of high-quality learning and teaching. The headteacher has introduced strong processes to measure the impact of this work in improving learning and teaching. Staff should continue to use this evidence to hone their professional learning to address the identified aspects of learning and teaching requiring improvement.
- Staff have an acute understanding of the socio-economic context of the school. The headteacher has judiciously reviewed the Pupil Equity Fund (PEF) plan to focus more explicitly on the families who may face socio-economic disadvantage. School leaders are supporting staff effectively to use data to identify any attainment gaps, particularly those caused by poverty. They should continue with plans to involve stakeholders in the creation of the PEF spend. They should also use data more rigorously to ensure this fund addresses any poverty-related attainment gaps.
- Children's learning, wellbeing and achievements are augmented by well-established and highly effective partnership working. School leaders and staff seek out proactively a well-considered range of highly impactful partners. School leaders involve partners very well in the planning and evaluation of their collaborative work. Partners feel embraced by staff and that the school truly lives its vision of being at the heart of the community through its commitment to partnership working.

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

- The headteacher, staff and children have created successfully a purposeful, calm and caring learning environment. Staff know children very well and support them effectively through embedded nurturing practices, underpinned by the school's established values. School leaders and staff have worked very well together to ensure classroom and learning spaces are inclusive, appropriately stimulating and well organised. Classroom displays and those throughout the school reflect children's learning and achievements. This is supporting children very well to participate and engage in their learning.
- There are highly positive relationships between all staff and children. Staff support children well to understand their rights and develop appropriate classroom charters that set expectations for learning and behaviour. As a result, all children are polite, respectful and behave very well in all areas of the school.
- Staff provide a range of interesting and active learning experiences for children. In most lessons, children work successfully in pairs and groups, influencing what and how they learn. Staff use effectively the local community to provide motivating, real-life contexts for learning in a variety of areas within the curriculum. In most lessons, the pace of learning is appropriate with learning experiences matched well to the needs of children. This is supporting most children to remain motivated in their learning. In a few lessons, the learning activities do not suitably challenge all learners. The headteacher should support staff to ensure that the pace of lessons and levels of challenge are appropriately matched to individual children's needs.
- In all lessons, teachers effectively share the intended learning and discuss and revisit the steps children will need to take to be successful. In a majority of lessons, teachers skilfully support children to co-create these steps to success. In all lessons, teachers provide clear instructions and use questioning well to check for understanding. In a few lessons, teachers used skilled questioning to extend and deepen children's learning. Staff should develop further questioning techniques that effectively develop children's higher order thinking skills.
- A highly skilled and conscientious team of support staff work closely with teachers to provide impactful provision for individual children and groups of learners. This effectively supports children to remain on task and participate positively with learning experiences. Staff use spaces creatively to enhance and stimulate children's learning. Children who require additional support with their learning use assistive technologies successfully to help them access, understand and organise their learning across the curriculum.
- Teachers make very effective use of digital technologies to enhance and support learning. They use interactive whiteboards very well as a teaching tool. All older children have access to an individual

device. They confidently use an online platform to access, store and publish their work. They regularly research topics of interests to them and create presentations of their learning. Younger children use devices to take photographs of their work and upload them independently to an online journal to share with their families. They use programmable toys effectively to develop a greater understanding of how technology works and to enhance their problem-solving skills.

- Staff have developed inviting, well-resourced play areas to help younger children develop creativity, curiosity and social skills. Teachers consult with children to ensure they have a say in how play areas are resourced and used. For example, children develop confidently their talking and listening skills through performances in the puppet play area. Teachers skilfully use well known nursery rhymes to create rich learning experiences, for example, to explore themes of citizenship. Teachers should continue to engage with national guidance to ensure children experience developmentally appropriate learning activities which enhance their engagement and progress in learning.
- All teachers use formative assessment strategies well to check children's understanding and to adapt their teaching in response. In all lessons, teachers provide appropriate verbal feedback which helps children to understand where they have been successful. Teachers use feedback to praise and encourage children. Increasingly, teachers are providing impactful written feedback in jotters to support children to identify their next steps in learning. This includes the recent development of a whole school approach to setting targets with children. Teachers should build on this work to improve further the quality and consistency of their written feedback across all areas of the curriculum.
- Teachers use a range of summative and standardised assessments purposefully to measure children's progress in literacy and numeracy. They use this information well to inform planning and to help identify children's next steps in learning. Children have regular opportunities to self- and peer-assess their work. They use a detailed writing criteria to support their understanding of what they are doing well and what they need to improve on in writing. As planned, teachers are now well placed to develop high quality assessments to evaluate progress in other curriculum areas.
- Teachers collaborate well with staff from neighbouring schools to engage in effective moderation activities. This is impacting positively on the teaching of talking and listening and the moderation of children's skills against national Benchmarks. The headteacher should continue with plans for further moderation activities both within and outwith the school, in areas beyond listening and talking. Teachers should use these opportunities to ensure all data demonstrates accurately children's progress over time.
- All teachers plan children's learning effectively over different timescales using the experiences and outcomes of Curriculum for Excellence (CfE), including how they will assess progress. Teachers effectively plan across curricular areas using the four contexts for learning. This allows children to make meaningful links in their learning.
- School leaders are establishing more effective processes to track children's progress in literacy, numeracy and other curricular areas. They are supporting teachers well on interpreting data, meeting regularly to discuss individual children's progress. This is identifying children who are off track and ensuring they are supported well to make progress in their learning through successful interventions. Staff should continue to develop how they use this data to identify and stretch more able learners.

2.2 Curriculum: Learning pathways

- Staff have implemented progression pathways for most areas of the curriculum. These are linked to CfE experiences and outcomes and support teachers to plan learning that builds on what children already know. Children are taught music by a visiting specialist and are developing effective vocal and technical skills. Staff should now develop pathways for all curricular areas.
- All children benefit from opportunities to learn outdoors in rich environments and through well-considered activities. These are supporting children to develop effectively their understanding of conservation and sustainability. Staff use a local authority framework to plan lessons which develop children's skills in the outdoors. As planned, staff should now develop a progressive outdoor learning programme to support children to build on and develop their skills as they move through the school.
- Staff plan and deliver an appropriate and balanced programme of learning, ensuring children receive their entitlements. This includes a well-planned programme of religious and moral education, in line with national expectations. This helps them to develop very well their understanding of different religions. Children also receive their entitlements to physical education.
- The school library is a well-resourced, calm and attractive space which is used well by children to read for enjoyment and for research. Children lead the library provision and suggest texts that they would like added to the library. As there is no community-based library in the immediate area, staff have designed a provision for children and parents to visit the school library and borrow books to take home. This is highly valued by parents as encapsulated by the school's vision of the school being the tree of knowledge in the school community.
- Children learn French progressively from P1 to P7. French language is incorporated into school signage and used to support classroom routines. Younger children have been developing confidence and a strong understanding of French vocabulary. In addition, children in the middle stages are beginning to learn Gaelic. Staff and children have installed electronic audio touch pads around the school to help peers to develop simple Gaelic phrases. This is helping to promote an enthusiasm in children and staff to learn Gaelic. As planned, staff should now develop progressive learning pathways for Gaelic to deliver opportunities for learning languages in line with national guidance.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are very positive about the school and feel highly-valued and welcome partners in their child's learning. They report that the school is a nurturing and supportive environment, with staff approachable and proactive. Parents articulate well the vision and note that this is demonstrated in the community focused and highly inclusive ethos across the school.
- Almost all parents agree that they are consulted meaningfully about planned change. They report a range of improvements brought about by the recent changes in leadership. They note that communication has improved, and they appreciate the regular and informative updates through a range of digital platforms. They receive regular whole school and class updates. This is helping them to be well informed about their child's experience and progress.
- Children's experiences are enhanced by a very active and representative Parent Council. The Parent Council raise funds to support a range of learning experiences and resources. They play a key role in reducing successfully the cost of the school day. The Parent Council has recently increased the platforms they use to communicate with the wider parent forum. They ensure that through in-person and online meetings, a considerable number of parents can participate in the work of the PC. This includes the well-received parental newsletter. Parents are well-placed to take a greater role in identifying and evaluating school improvement priorities.

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

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

- Children's wellbeing is at the heart of the school's vision, values and aims. Staff focused their professional learning over the past few sessions on supporting children to learn and develop well in very nurturing and inclusive environments. Teachers audited carefully their classrooms to respond creatively to a range of children's needs. Senior leaders have considered thoughtfully whole school spaces so that children are supported to participate in well considered self-regulation activities. Children helped to design these areas and agree these are impactful and useful spaces. Children who can become dysregulated are being supported sensitively by staff to regulate their emotions and maintain presence in class. Staff regularly and effectively apply de-escalation and restorative approaches. As a result, incidents of disruptive behaviour have substantially reduced in the last twelve months with children being well supported to remain in class. Children benefit from restorative approaches which are at the heart of the newly implemented promoting positive relationships policy. This is underpinned by children's rights.
- Children learn about a range of relevant issues through a well-considered and progressive health and wellbeing programme. This is supported effectively by impactful partners and agencies, including Police Scotland, the NHS, advisors from the armed forces, the local church and the rotary. Partners ensure that community issues inform children's learning about wellbeing, in line with the school's vision. Staff and partners collaborated effectively to respond to local needs around road safety and helping children to be safe online. Almost all children recognise the people who can help to keep them safe. Older children demonstrate the ability to identify unsafe situations. This work is resulting in children displaying a sound knowledge and understanding of how to be safe in a range of situations.
- Children display a very well-developed knowledge of how to be healthy. Staff and partners lead successful initiatives to increase children's knowledge about health. This includes the impactful and well-established health week which helps children to understand how to keep themselves physically and mentally well. Children demonstrate a strong commitment to improving their own health through well promoted strategies throughout the school. Children are also supported effectively by staff to resolve positively any disagreements or conflict with peers. Consequently, almost all children agree that they maintain healthy relationships with peers in school.
- Almost all children value the wellbeing support they receive from all staff in school. School leaders and staff have implemented successfully a range of effective approaches to identify and monitor children's wellbeing. School leaders wisely align the analysis of this information to existing curricular tracking and monitoring processes. Staff use this range of information thoughtfully to develop trusting relationships with children. This has resulted in staff and children using a common language of wellbeing. School leaders should continue to develop how they use this information to influence children's learning about wellbeing. This includes increasing children's resilience in resolving independently their own wellbeing issues or conflict with peers.

- Staff fulfil their statutory duties very well in relation to the wellbeing of children. They benefit from undertaking a significant range of professional learning to understand better children's wellbeing and learning needs. This includes learning about emotional regulation, nurture and safeguarding. Staff fulfil effectively their universal offer to support children's needs. This includes, for example, through neurodiversity training, which is impacting positively on classroom practice.
- Staff follow a clear and effective staged intervention process. Staff work well with other agencies and a range of children's health professionals. Staff and partners rightly prioritise early-intervention approaches. As a result, children are well supported in preventing issues from arising and, where necessary, an effective response to a range of physical, social and emotional needs.
- School leaders have enhanced the procedures to identify and support children who require additional support with their learning. They maintain rigorously a comprehensive and helpful overview of children's additional support needs. Staff, parents, children and partners work well together to develop appropriately detailed plans to address additional support needs. Children benefit from a timely and cohesive planning process. Child's plans contain individualised and measurable targets, which are reviewed regularly. Staff collaborate with a carefully chosen range of effective partners to ensure children's needs are appropriately identified. Together they agree helpful strategies in order to collaboratively support children effectively. Children's needs, as a result, are met well through carefully considered interventions. School leaders should continue with their planned next step of reviewing systematically how staff use the strategies to meet children's needs.
- Children who require additional support as a result of being care-experienced are supported very well through effective planning to identify and meet their individual needs. This is reviewed regularly to ensure these children receive their entitlements such as consideration for a Coordinated Support Plan. Staff, supported by a range of highly-effective partners, provide a valued input. The headteacher meets regularly with local authority staff to support care-experienced children. As a result, children who are care-experienced are progressing well in their learning.
- Supported effectively by a staff lead, children have worked very well together to develop highly effective approaches to support young carers. This includes a well-developed and impactful peer support group. Young carers develop friendships and achieve well through trips and the provision of resources to help address any gaps in experiences. Children and staff who lead this area enhance the knowledge of others about young carers through posters and highly effective wall displays. Children are supported well to capture a young carer's statement. As a result, children and staff across the school have a strong understanding of the challenges faced by young carers. They have also developed an appreciation for the strengths, individualised skills and experiences of young carers. This is a key strength in the school's work.
- The school submitted information relating to compliance with the Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.
- All children are welcomed and supported by staff, underpinned by a commitment to children's rights. Staff have developed very strong approaches to anti-bullying processes. As a result, almost all children

feel included by others. Almost all children are welcoming to others and promote a very strong sense of community. Staff should continue to extend children's understanding of protected characteristics and inclusion across the curriculum.

- Almost all children agree that they learn to understand and respect others. School leaders have identified the need to improve children's learning about equality and diversity. They should consider how children could develop a strong understanding of equality and appreciate diversity through the curriculum, resources, wall displays and other appropriate media. Children who lead in the library should be supported to consider how resources such as texts reflect a range of cultures and communities.
- A next step is for school leaders to develop a clearer overview of the planning and delivery of children's learning about diversity across the curriculum, including through the wider life of the school. Staff need to ensure children learn progressively and comprehensively about all aspects of diversity. Children need a greater range of opportunities to know how to recognise and challenge appropriately all forms of discrimination.

3.2 Raising attainment and achievement

satisfactory

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

- As the school roll comprises a small number of children at each stage, attainment and progress are expressed in overall statements, rather than specific year groups or CfE levels.

Attainment in literacy and numeracy

- Overall, the majority of children attain appropriately, in line with national expectations.
- Most children who require additional support with their learning are making good progress towards their individual learning targets.
- At both first and second level, staff should ensure children are revisiting concepts in both literacy and numeracy and mathematics on a regular basis. They should support children to build on prior learning and progress more consistently in order to raise attainment further.

Attainment in literacy and English

- The majority of children are making satisfactory progress in literacy and English.

Listening and talking

- Across the school, children are articulate, polite and engage confidently with adults. Younger children participate actively in songs, rhymes and stories. Children across the school take turns during discussions and engage with others in a range of contexts. Older children are developing strong skills in presenting to others. A few children across the school need greater support to develop their skills in listening and responding to the views of others.

Reading

- Staff and children are developing effectively a strong culture of reading across the school. Children select texts regularly, explaining preference for particular texts or authors.
- Most younger children use knowledge of sounds, letters and patterns to read words. They use knowledge of sight vocabulary to read familiar words in context. Older children read aloud with increasing accuracy and fluency. They recognise the difference between fact and fiction. As children progress through the school, they need to develop reading with expression, using appropriate pace and tone. Older children need to consolidate learning on using increasingly complex ideas, and strategies to engage the reader.

Writing

- Younger children write to convey ideas, messages and information in different ways through play, imaginative and real contexts. They form most lowercase letters legibly. As they move through the school, children would benefit from more support to use reference sources to help spell unfamiliar words. Older children demonstrate awareness of creating texts for a range of purposes and audiences, selecting appropriate genre, form, structure and style. They need more opportunities to apply confidently a range of punctuation, capitals, commas, and inverted commas.

Attainment in numeracy and mathematics

- The majority of children are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- Younger children recognise the number of objects in a group, without counting. They recall the number sequence forwards within the range 0 - 30, from any given number. As children progress through the school, they add and subtract multiples of 10 or 100 to or from any whole number to 1000. They solve addition and subtraction problems with three-digit whole numbers. They are not yet confident when applying mental agility number skills to calculate the total spent in a shopping situation and calculate change. Older children calculate profit and loss accurately. They multiply whole numbers by two-digit numbers accurately. They are not yet confident multiplying decimal fractions to two decimal places by a single digit.

Shape, position and movement

- Younger children understand and correctly use the language of position and direction, to solve simple problems in movement games. As children progress throughout the school they use the compass points, North, South, East and West with increasing accuracy. They name, identify and classify a range of simple two-dimensional shapes. They are not yet confident identifying three-dimensional (3D) objects and describing them using appropriate mathematical language. Most older children confidently use mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. They know that complementary angles add up to 90° and supplementary angles add up to 180° and use this knowledge to calculate missing angles. Older children are not yet able to demonstrate an understanding of the relationship between 3D objects and their nets.

Information handling

- Younger children contribute to concrete or pictorial displays where one object or drawing represents one data value. They use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways. As they progress through the school children ask and answer questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables. Older children use the language of probability accurately to describe the likelihood of simple events occurring, for example equal chance; fifty-fifty; one in two, two in three. They collect, organise and display data accurately in a variety of ways including using digital technologies. Younger children should now have increased opportunities to use digital technologies to display data.

Attainment over time

- Senior leaders have identified that previous judgements of children's attainment of a level were not sufficiently valid and reliable. As a result, staff are unable to demonstrate improvements in children's attainment over time. School leaders are taking appropriate steps to improve the reliability and validity of the school's data on how well children make progress as they move through the school. This includes robust dialogue with class teachers. Teachers should continue to engage in moderation activities, in and outwith the school, to understand more fully children's progress over time.

- Staff have developed effective processes, which are well-aligned to the local authority policy, to monitor and support children's attendance. The headteacher has introduced a robust and comprehensive attendance monitoring system to identify patterns of non-attendance. Staff and partners work closely with families to identify and respond to attendance issues. They developed a range of helpful approaches including the 'walking bus' which is reducing late-coming to school. Children's attendance has generally been in line with national averages over time.

Overall quality of learners' achievements

- All children achieve well across the school. Children develop an important range of citizenship skills as well as pride in their local community through participation in a variety of events and initiatives. Children's achievements are supported well by partners, which includes a very well-planned offer from Active Schools. A majority of children develop leadership skills through an increasing range of roles such as the pupil council, house groups and library roles.
- Almost all children develop a range of important skills through participation in lunchtime clubs. This considerable offer is provided by staff, parents and community partners, with children suggesting activities. Children's engagement and social interactions are enhanced through participation in a range of well-considered outdoor experiences. They also develop further a range of technical skills through participation in science, art, crafts, games, sport and musical pursuits. Children develop greater confidence and success by participating in school performances and regional competitions. This includes, for example, in football, tennis, rugby and dance.
- Children value their success being celebrated thoughtfully and regularly by staff who use a well-considered range of approaches. Children appreciate how their achievements are recognised during weekly assemblies, through certificates and newsletters to parents. Staff use the information from their tracking of children's achievements to promote and encourage participation in the wide range of activities on offer. They should proceed with plans to develop their approach to help children identify and apply the skills they gain from achievements to other areas of the curriculum.

Equity for all learners

- Staff have a very strong understanding of children and families and the socio-economic context of the school. They sensitively signpost families to financial supports, including free school meals and clothing grants. They offer discreet support to families completing applications for entitlements. Parents are encouraged to use the pre-loved uniform bank. Staff ensure no child misses out because of financial difficulties. This is helping to ensure that individual circumstances are not a barrier to children's full participation in the life of the school.
- The head teacher has developed processes to monitor the progress and attainment of children who may face economic disadvantage. This is supporting staff to implement research-based interventions to help support identified learners. Although many of these interventions are at the early stages, initial signs are that they are having a positive impact on individual children's progress. The headteacher should ensure interventions are tracked robustly for cohorts of children. Staff need to demonstrate that interventions are accelerating progress in children's learning and closing any identified poverty-related attainment gaps.

Practice worth sharing more widely

- Children learn about the importance of being healthy through a well-planned and interconnected programme of learning and initiatives. This is supported effectively by impactful partners and agencies. Children learn in classes and through whole school approaches how to be healthy. The embedded and impactful health week helps children to understand how to maintain positive health outcomes. Children demonstrate a strong commitment to improving their own health through well promoted strategies throughout the school. This includes a key focus on physical health through clubs and well-planned sporting opportunities. Staff, including catering staff, intersect well with this work to support children to develop strong healthy eating habits. They maintain a vibrant and carefully-considered, well-structured environment to ensure children have a positive attitude to healthy eating. Children demonstrate a strong understanding of food nutrition and its importance in sustaining long term health.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.