

Summarised inspection findings

Abernyte Primary School

Perth and Kinross Council

12 December 2023

Key contextual information

Abernyte Primary School is a small school that serves the village of Abernyte and surrounding community within Perthshire. The school has been through a period of significant change. Five years ago, the school was a single teacher school with a roll of five children. At the time of the inspection, there were 27 children on the school roll, across P1, P2, P3, P5, P6 and P7, with individual children at several stages. Children are taught in two mixed-aged, multi-composite classes. The headteacher leads the school and has been in post for just over five years.

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

- All staff at Abernyte Primary School are committed to ensuring that high standards and success are achieved for all learners. The headteacher ensured staff, parents and children were fully involved in creating and refreshing the school's vision, values and aims. The school's vision, 'be the best you can be', is embedded through the life of the school. Staff and children all reinforce the school values of 'be ready, be responsible and be respectful' in their interactions with each other. As a result, the values are fully evident in the daily life of the school. Children are very well behaved and happy in school.
- The headteacher provides extremely effective leadership. She is aspirational for all children and has a clear, ambitious vision for the school. She has led the school very capably through a period of significant change over the last five years. The headteacher is relentless in striving for continuous improvement. Children, staff, parents and partners have a high level of respect for the headteacher. The headteacher and staff are now well placed to share their practice of leadership of change with other schools, within and outwith the local authority.
- The headteacher seeks the opinions of staff, parents and children well, to identify areas for improvement. This includes through discussions, surveys and using digital platforms. Parents have made suggestions which the school have taken forward, such as increasing opportunities to be part of their child's learning. Children take the lead at 'Pupils as Teachers and Parents as Learners' (PATPAL) sessions. Parents are consulted and provide feedback on numerous aspects of school life, including curriculum developments or draft policies. As planned, the headteacher should continue with further parental partnership and engagement events to enhance close parental involvement in their child's learning.
- The headteacher works with staff, parents and children very well, to create clear plans to support continuous improvement. The headteacher gives careful consideration to how best to take forward priorities, taking account of the size of the staff team. This is ensuring that the pace of change is appropriate and actions are sustainable. Staff feel fully involved in change. All staff are clear on the school's strengths and areas for development, which are based on a range of evidence. A wide range of data and evaluations from previous actions are used to create a clear rationale for future improvements.

- Leadership at all levels is highly valued throughout the school and there is a very strong sense of teamwork. Staff feel supported and encouraged to take forward new initiatives, including through helpful discussions at their professional review and development meetings. All staff, including support staff, undertake aspects of leadership roles, which contribute well to school improvement, such as in digital skills or sustainable learning. Staff undertake regular professional learning, including through enquiry-based approaches. They share readily their learning with each other, which results in children benefitting from consistent approaches across the school. This includes, for example, through Forest school training to support quality learning outdoors. As planned, teachers should continue to extend links and undertake reciprocal visits with other schools in similar contexts, to learn from each other and share teaching approaches in multi-composite classes.
- Children's voice and participation is a key feature in the school. All children contribute to improvement as part of their representation on a variety of committees. Children are also developing their leadership roles very effectively, through, for example, the pupil council, house captains, digital leaders, Eco or Fairtrade committee. The pupil council works closely with the Parent Council to support key improvements in the school, such as the planning for playground developments. All children feel staff listen, value and action their suggestions for improvement. Children use 'How good is OUR school' to support improvements and have produced a child-friendly improvement plan. Children share confidently aspects of changes to the school they have led, such as the themed hedgehog house event, school parties and trips. Children speak confidently about the skills they are developing through their leadership roles, such as confidence and collaboration.
- Parents and partners support improvements across the school very effectively. The school is highly respected in the local community. The Parent Council helpfully support different aspects of school life, including through significant fund-raising for the current playground developments, or supporting events for P7 leavers. The Parent Council is involved in consultation, for example, in the school improvement plan or curriculum developments.
- The headteacher monitors the work of the school very effectively. She follows a clear quality assurance calendar, using a range of approaches to evaluate the quality and impact of children's learning experiences. She has termly discussions with teachers regarding children's attainment, progress and achievements. The headteacher works with local headteachers of schools with a similar context, to enhance quality assurance across each of the schools. As a result, the headteacher has a very clear understanding of the needs of her school and the impact of improvements.
- The headteacher and staff have a very good understanding of the school's social, economic and community context. They are aware of attainment gaps, the cost-of-living crisis and the cost of the school day. The headteacher and staff utilise the allocation of Pupil Equity Funding (PEF) effectively. This includes through the purchase of additional resources and increased access to digital technologies, all of which is supporting individuals and groups of learners to achieve well. The headteacher consults effectively with parents through the Parent Council, on how any additional finance, including PEF, is to be utilised to support learners. The headteacher, moving forward, should continue to make explicit reference to how PEF is used to support raising attainment in school.

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

- The headteacher and staff work hard to create a very positive and nurturing learning environment for all children. They provide a warm, welcoming ethos, which is underpinned by strong relationships between all staff and children. The school's vision of 'be the best you can be' is evident in staff's daily interactions. Children are polite, very well behaved and welcome visitors proudly to their school. Children are confident and are supportive of each other.
- Children are highly engaged in their learning both in class and outdoors. Teachers plan learning activities well to ensure that children have a balance of collaborative working and independent learning. Teachers link the school values, children's rights and learning for sustainability very well throughout learning experiences. Teachers use questioning effectively to extend the children's learning and check for understanding. Their explanations and instructions are clear. Pupil support assistants work very effectively with children who need extra support or challenge. Teachers are ensuring children are developing their skills for life progressively through school, through high-quality learning activities and well-planned programmes. In all lessons, teachers share the purpose of learning and help children to understand what success looks like. In most lessons, staff encourage children to co-create their own steps to success. Children would benefit from further opportunities to be involved in co-constructing criteria showing they understand what they need to do to be successful.
- Teachers use digital technologies very effectively to deliver learning. Almost all children show skill in using digital technology in their learning. Teachers develop children's skills in the use of technologies in a progressive way. Digital resources and technologies are evident and utilised very well in all aspects of school life. Children enjoy learning through the use of a range of relevant online programmes to support their learning. Older children research real life contexts confidently, such as budgeting in maths to plan for a Fairtrade tuck shop. From the early stages and throughout the school, children use digital applications (apps) and a variety of programmes confidently, including animation and coding. They are now exploring how artificial intelligence could support aspects of their work, such as handwriting. Older children lead digital skills clubs for younger children.
- Across the school, teachers have a shared understanding of learning through play and the role of the adult in supporting interactions and children's experiences. They make effective use of the spaces available to provide learning through play in stimulating indoor and outdoor learning environments. There is a good balance between free play and adult directed play. Children are provided with opportunities for personalisation and choice, in creative learning spaces. Staff link play with children's rights, for example, the right to play. Staff should continue to provide quality play experiences, ensuring that play-based approaches are linked clearly to learning purposes.

- Teachers use a consistent approach to planning learning and teaching over agreed timescales. They use annual and termly planners linked to experiences and outcomes well, to plan learning across the curriculum. More in-depth short-term planning supports teachers to plan well for individual children and groups. Teachers regularly plan learning at the right level of difficulty for all children. Across the school, children have many opportunities to contribute to planning, exercise choice and follow their interests within learning experiences. Children identify regularly what and how they would like to learn. For example, children are involved in planning interdisciplinary learning contexts. Staff provide children with opportunities to lead and follow their individual interests, such as their personal projects.
- Staff have created highly-effective indoor and outdoor learning opportunities for children, resulting in children experiencing high quality learning. Outdoor learning is a major strength of the school. Staff use the extensive school grounds and natural environment surrounding the school to very good effect in creative and imaginative lessons which children enjoy. Children receive interesting learning experiences including through using the buildings outdoors, the willow tunnel, orchard, fire pit, pond and neighbouring field. This mixture of classroom and outdoor activities helps children to make connections in their learning. Parents and community members support the school and children's outdoor learning opportunities very well, for example through sharing their skills.
- Teachers make very effective use of classroom reading areas and the visiting school library van to promote children's reading for enjoyment. This includes through use of the outdoor reading shed, which children choose to use in their breaktimes or lunchtimes, as well as during lessons. As a result, children benefit from having access to a wide range of fiction and non-fiction books and develop a joy of reading from an early age.
- Teachers plan a range of standardised and internal assessments in literacy, numeracy and health and wellbeing. They recognise how these assessments support professional judgements made on attainment and progress. Teachers engage in regular informal and formal moderation activities within the school and with colleagues from other schools. This is ensuring the reliability of evidence used to consider children's progress. They are reviving opportunities to engage in moderation with their local management group of schools, to support continued shared understanding of national standards.
- Teachers use formative assessment approaches well across the school. Teachers provide quality written and oral feedback regularly, which is used well by children to extend learning. Children set targets for aspects of their learning, which are displayed in the classroom and shared with parents. Teachers support children to review and evaluate their individual targets regularly. As a result, children understand their progress and next steps in learning well. Children self-assess and peer-assess aspects of their learning confidently. There is scope to extend peer assessment for older children through linking with learners from other schools. This would also support children to present their work to a wider audience.
- The headteacher has established robust tracking and monitoring approaches across the school. Assessment and tracking information is used well to identify children who require support and plan appropriate interventions to target continued progress in learning. The headteacher has termly planning, tracking and assessment meetings with class teachers. Staff review individual progress at these meetings, identifying and evidencing whether children are on track. The headteacher maintains detailed records of children's progress and attainment over time, gathering information from several sources. The headteacher's relentless tracking of children's progress and their wellbeing needs is ensuring that attainment across the school is high.

2.2 Curriculum: Learning pathways

- The headteacher and staff have developed a relevant curriculum rationale which takes full account of the unique context of Abernyte Primary School. Staff use this very well to plan the curriculum offer across the multi-composite classes. Progressive learning pathways are in place for all curricular areas. These take account of Curriculum for Excellence (CfE) experiences and outcomes and the National Benchmarks. The headteacher has created rolling curricular programmes which ensure breadth, depth and challenge for children across each level. As a result, children build effectively on what they already know and link their learning very well across different curricular areas.
- The headteacher and staff review and revive the curriculum regularly, in consultation with stakeholders. The headteacher consults parents about any curriculum developments and draft policies.
- The curriculum includes regular real-life and relevant learning indoor and outdoor learning opportunities. Staff support children to grow fruit, vegetables and herbs and use their produce to enhance their learning. They link with local community businesses to press apples and make juice. They sell fruits to the community through their 'honesty box' and use their vegetables and herbs to cook items in school. They donate funds from these opportunities to charity, for example the British Hedgehog Preservation Society. Through their curriculum opportunities, children are developing skills and qualities as global citizens through very high-quality learning for sustainability.
- Outdoor learning and the outdoor environment support and enhance children's learning extremely well. Staff, parents and community members support children to benefit from high-quality outdoor learning opportunities. All use the school grounds and environment surrounding the school to very good effect. Through their outdoor learning opportunities children are very knowledgeable about learning for sustainability and gain skills such as confidence, creative thinking, problem-solving and resilience. Children are being empowered to take responsibility for local nature. As a result of their outdoor learning opportunities, the school has gained a wide range of national awards, such as the Hedgehog Friendly School gold award, LEAF award, PAGES award, 6th Eco Schools Green flag status, Wild Challenge Royal Society Protection of Birds award and John Muir explorer award. Additionally, they have achieved the Fairachiever School award, which is the highest level of the Fairtrade awards.
- Children receive high-quality learning in physical education (PE), in line with national expectations. Children receive progressive experiences in Religious and Moral Education and are supported well by the local church minister. All children learn French progressively from P1 to P7, building on learning as they move through the school. Children experience cultural awareness and aspects of spoken Spanish.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher and staff show a very strong commitment to supporting children and their families. They work sensitively to ensure individual parents and carers can access appropriate help and advice.
- Staff support parents and carers to engage in their children's learning very well. This includes, for example, through very good use of social media, digital approaches and regular updates. Parents join their children at the shared 'pupils as teachers and parents as learners' (PATPAL) events and the 'one planet picnic'. Staff share helpful termly overviews of the curriculum and learning with parents, to support their child at home.
- Parents support the work of the school well through, for example, their ongoing involvement in outdoor learning. Parents are involved in fundraising to support the school financially, contributing to school trips and the purchase of resources. As a result, children are able to access trips and access additional resources, such as digital devices. The Parent Council has undertaken significant fund-raising to support major playground developments in the school. Children led the planning and designing of this playground development, in very close partnership with parents.

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

- Staff across the school are very caring and welcoming. The headteacher creates a sense of belonging and purpose throughout the school. Staff support an ethos which is highly inclusive and where children's wellbeing is at the forefront of everything. As a result of the focus on wellbeing, children are very well placed to learn.
- The headteacher and staff provide a clear focus on children's rights. They provide high quality experiences through class learning, assemblies and play linked to the United Nations Convention on the Rights of the Child. Children and staff identify and discuss rights linked to lessons across the curriculum, including through children leading assemblies. Children have a strong sense of rights and fairness.
- Across the school, all children feel safe and well cared for. Children can identify adults they trust and have the confidence to speak to staff if they feel worried or unsafe. Staff communicate the links between wellbeing and achievement very effectively to children. Teachers use regular wellbeing check-ins which are respectful of children's dignity and privacy. This includes, for example, bespoke arrangements for children to talk to their teacher in private. Children report that these approaches make them feel better and help them. Children trust their teachers. They report that they know they will get help if they need it.
- Staff assess and track children's wellbeing very effectively by conducting regular assessments using the wellbeing indicators. Children understand each other's differing needs and show empathy and patience for others where necessary. Children feel a sense of belonging and are very proud of their school. Children understand the terminology of the wellbeing indicators through regular discussions in assembly and in class. Children refer to the wellbeing indicators through their knowledge of the wellbeing wheel, supported by use of resources they enjoy such as their 'SHANARRI calamari'.
- The headteacher and staff use information from wellbeing assessments well, analysing responses to best support, assist and encourage children when they experience difficulties. The headteacher and staff provide support for parents, for example, through wellbeing prompt cards. Teachers focus on these identified areas through the health and wellbeing curriculum. For example, if analysis shows that children do not feel respected, teachers plan lessons and assemblies around particular rights, such as respect. This responsive and inclusive approach results in children sustaining very positive relationships within the school community. Staff should now consider how children plan more specific targets for next steps in response to their regular wellbeing wheel reflections.
- All children are enthusiastically engaged in promoting the school values of being ready, responsible and respectful. Across the school, all children have the opportunity to demonstrate responsibility by taking on roles in classroom or whole school activities. Nurturing values in the

school are evident in all classes. Language used by staff and children is respectful and considerate.

- The headteacher and staff have a strong understanding of statutory requirements for wellbeing, equality and inclusion. Staff regularly engage in professional learning, which supports their understanding of statutory duties. The staff team understand their responsibilities in relation to safeguarding and child protection.
- The headteacher plans and tracks learning and wellbeing of all children with additional support needs very effectively. The headteacher regularly consults with professionals and partners to update and amend support plans for all those with identified needs. Staff support children very well to overcome barriers to learning. Parents report very positive experiences in the support provided by the headteacher and staff in relation to their children's differing learning needs. All children with additional support needs are making good progress in their individual learning targets. Levels of attendance are very high and the headteacher identifies and responds to any issues at a very early stage.
- The headteacher uses PEF to provide resources for effective intervention for those in need of additional support. This includes support for targeted individuals or groups of children, for example through digital resources and access to particular programmes.
- School partners, including active schools, speech and language therapists, educational psychology and the inclusion team, contribute well to positive outcomes for children. Partners give valuable advice to teachers, including strategies and approaches to support individual learners. Partners feel highly valued and respected within the school and contribute well to individual support plans where appropriate.
- The headteacher and staff provide many opportunities to recognise and value diversity. Children are encouraged to respect their uniqueness and that everyone is different. They are kind and show respect for others in their daily actions. Staff and parents jointly raise awareness of differing learning needs, through, for example, focussed weeks. The headteacher and staff provide bilingual signage throughout the school. Parents and partners share their skills and knowledge of differing languages very supportively. This includes providing awareness of a range of cultural events throughout the year.
- Staff encourage children well to challenge discrimination, for example through rights assemblies and linking learning to global news and events. Through their proactive work on Fairtrade and achievement of the 'Fair Achiever' school award, children are gaining an understanding of global inequality and fairness. Children have a clear understanding of how to protect their own and others' rights. As a next step, staff should continue to support children to learn about the wider set of protected characteristics. This will help them to expand their understanding of equality and diversity in the wider society locally and globally.

3.2 Raising attainment and achievement

very good

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

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

At the time of the inspection, the school roll was 27, with no children at P4. Attainment and progress will be expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence (CfE) levels. This is because of the very small numbers of children at each stage, including individual children at several stages.

Attainment in literacy and numeracy

- Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. All children have achieved appropriate CfE levels in numeracy in literacy. A few children have exceeded national expectations. Children with additional support needs are making good progress towards their individual learning targets. The headteacher's detailed tracking information indicates that almost all children are predicted to achieve appropriate levels by the end of this session. Data reflects children's attainment accurately.

Attainment in literacy and English

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

Listening and talking

- Children listen well to others and ask polite questions, either in class, or in smaller group situations. Children enjoy presenting to wider audiences, through, for example, assemblies, school shows, or the intergenerational community café. Children talk knowledgeably about their interests, notably about their understanding of nature and learning for sustainability.

Reading

- Children understand features of different types of texts and structure, character and setting of novels. Children enjoy their individual novels of choice. They can talk about their favourite authors and reasons for choosing particular books. Most children read well with fluency and expression. Children can identify the purpose and main ideas in texts. Children enjoy their daily opportunities to read, in different settings. As a result, children's enjoyment of reading is being enhanced.

Writing

- Children write confidently using pencils or digital resources. Very effective strategies are being implemented to support individuals in writing. Children can organise sentences in logical sequences, including writing recipes for potions or when providing reports of their learning about London. Older children can write at length for a range of purposes. Children would benefit from collaborating with individuals or peers in other schools, to enhance opportunities to write for an audience and peer review with others at the same stage.

Numeracy and mathematics

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

Number, money and measure

- Overall, children are confident in identifying values of digits and rounding, place value and ordering numbers relevant to their stage of development. Children are able to use pictorial representations to demonstrate their understanding of simple fractions. Older children use a range of strategies to solve addition, subtraction and multiplication problems. Children link their learning in numeracy to real-life contexts. For example, children calculate the amount of money needed to plan to run a Fairtrade tuck shop, through use of technologies for research. Older children are secure in rounding and using decimal fractions to two decimal places. As planned, children now need to continue to extend their skills in mental agility in calculations.

Shape, position and movement

- Children understand the terminology of angles. Younger children are able to use position terms such as in front of, behind and under with confidence. They can refer to these in play and across learning. Across the school, children can identify a range of two-dimensional shapes and three-dimensional objects and can recognise symmetry in pictures and designs. Older children are able to identify acute and obtuse angles and can apply this knowledge to calculate missing angles.

Information handling

- Children can gather, collate and interpret information through the use of graphs and tables. Younger children create block graphs and sort items into identified categories. Older children use digital technologies very well to display results of surveys or learning.

Attainment over time

- The school's data demonstrates positive improvements and high levels of attainment over time. Given the small school roll, with individuals at particular stages, attainment is tracked on an individual learner basis. The headteacher has a very clear knowledge of attainment and progress of individuals across the school, through relentless and robust tracking. Staff track the progress individual children are making very well. Staff are increasingly confident when making professional judgements, using a wide variety of data. They refer regularly to National Benchmarks in their tracking and monitoring. Staff moderate practice within the school and with colleagues from other schools in similar contexts.

Overall quality of learner's achievements:

- Teachers recognise and celebrate children's achievements regularly through school displays, digital resources and newsletters. Children gain confidence and achieve success through a wide variety of opportunities to achieve. All children are members of school groups such as Eco, Fairtrade, digital leaders or the pupil council. Children gain skills in collaboration and organisation through participation in these groups. Children gain confidence in presenting their plans and actions at assemblies, or through performing to parents and community members at their whole school shows. Through the work of staff, children, parents and the wider community the school has achieved numerous awards, such as the Hedgehog Friendly School gold award, their 6th Eco Schools Green flag award, Fairtrade Fair Achiever School award. Leadership skills are gained through opportunities such as intergenerational working with the extended school community, through the school grounds or community café. Children access a variety of school clubs at various times throughout the year, such as digital, running or tennis. Children's achievements outwith school are tracked by the headteacher and staff. A helpful next step would be to extend discussions with children to identify skills they are gaining from achievements outwith school and link these to skills for learning, life and work.

Equity for all learners

- The headteacher, staff and parents work together to ensure that all activities, including trips and events, are accessible for everyone. The headteacher uses a variety of tools and approaches to identify and track any attainment gaps across the school and plan appropriate interventions. For example, staff have used PEF to increase the school's digital resources, providing both universal and targeted support. This is improving the progress of children with identified attainment gaps in reading. The headteacher tracks carefully the impact of interventions. The headteacher is able to demonstrate through reliable tracking that the staff team have accelerated progress for children with identified gaps in their learning. Staff should continue to monitor the impact of additional interventions on skills, attributes and outcomes for children.

Practice worth sharing more widely

Outdoor learning at Abernyte Primary School

2.3, 2.2 and 2.7 (Partnerships)

Staff, parents and community members support children to benefit from high-quality outdoor learning experiences and opportunities which enhance children's learning very well. All use the school grounds and environment surrounding the school to very good effect. Children benefit from creative and imaginative experiences using the extensive grounds, which include the willow tunnel, orchard, fire pit, pond, neighbouring field, reading and shelter sheds. Through their outdoor learning experiences, children are very knowledgeable about learning for sustainability and are being empowered to take responsibility for local nature. Children are developing positive attitudes and gain skills such as confidence, creative thinking, problem-solving and resilience.

- Children benefit from learning indoors and outdoors on a routine basis throughout the week, through a very wide range of well-planned and creative experiences. Parents and community members support staff and children to utilise the diverse areas of school grounds extremely well. Learning takes place around the grounds, incorporating the willow tunnel, orchard, fire pit, pond, neighbouring field, reading and shelter sheds.
- Children share their knowledge of nature and learning for sustainability confidently through their work outdoors. Children are connected to their local environment, leading improvements in biodiversity and have opportunities to feel empowered through practical positive action. As a result of their outdoor learning, the school has gained a wide range of national awards, such as the Hedgehog Friendly School gold award, LEAF award, PAGES award, 6th Eco Schools Green flag status, Wild Challenge Royal Society Protection of Birds award and John Muir explorer award. Additionally, they have achieved the Fairachiever School award, which is the highest level of the Fairtrade awards.
- Children and staff achieved the 'Hedgehog Friendly School gold award' and the school is now a Hedgehog Friendly School. This is as a result of their work on protecting hedgehogs from hazards, enhancing their habitat and raising awareness of hedgehog decline. Children share their learning on protecting hedgehogs with the wider community. This includes, for example, sharing packs of information of preservation of hedgehogs, displaying posters around the community village and organising a leaflet drop encouraging people to build their own hedgehog homes and minimise hazards.
- Children grow fruit, vegetables and herbs and use their produce in learning. They link with local community businesses to press apples and make juice. They sell fruits to the community through their honesty box and use their vegetables and herbs to cook items in school. They donate their funds to charity, for example the British Hedgehog Preservation Society.
- Children, staff, parents and community members are continuing to develop the outdoor opportunities even further. The pupil council and parent council are currently working together to enhance the school grounds even further, through additions of bespoke equipment, designed by children. Members of staff undertake professional learning, to support their knowledge and skills in outdoor learning. All of this is leading to children who are environmentally knowledgeable about nature and keen to do their best to protect it.

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.