

Summarised inspection findings

Sound Primary School

Shetlands Islands Council

26 August 2025

Key contextual information

Sound Primary School is situated in the Upper Sound area of Lerwick in Shetland. The primary school roll is 215 across 11 classes. In the nursery, there are 40 children. The headteacher has been in post for over nine years. She is supported by two depute headteachers who are non-class committed. Across the school, 40% of children have additional support needs and 8% of children are entitled to free school meals. The majority of children reside within Scottish Index of Multiple Deprivation (SIMD) deciles 7 and 8.

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 effectively promote the school values of inclusion, happiness, respect, safety and determination with children through daily interactions. Senior leaders select two values each term as a focus and teachers highlight these regularly in class. The pupil house captains communicate the school values very well and children are awarded house points and recognition at assemblies for following the values. As a result, the vision and values are very well-established and understood by almost all children and parents. Senior leaders rightly now plan to review the vision, values and aims with all stakeholders to ensure they remain ambitious and relevant to the school community.
- The highly respected headteacher manages the pace of change effectively, supported very well by the depute headteachers. The headteacher leads the strategic direction of the school very well. She has created a shared ambition for continuous improvement in attainment, learning and teaching and children's experiences and outcomes. Senior leaders and staff have high expectations for all children and themselves. All staff participate in school improvement planning and parents have regular opportunities to share their views in planning change.
- Almost all staff feel they are valued and supported very well in their roles by senior leaders. They have protected professional learning opportunities which are relevant to current school priorities and staff's own individual learning goals. These include outdoor learning, developing inclusive learning environments and approaches to teaching writing. All teachers value the highly positive impact of professional development opportunities. This includes, for example, their improved confidence in how well they meet children's needs through consistent agreed language and support.
- Senior leaders include all staff in regular self-evaluation of the quality indicators and school improvement plans through staff meetings and online forms. This enables staff to review effectively the progress they are making towards planned improvements and gather evidence to show this. A few staff have taken forward their own initiatives as a result of this work. For example, staff have led practitioner enquiry measuring the positive impact of changes to teaching approaches in mathematics. Senior leaders should continue to engage all staff in these activities.

- Senior leaders and staff use their robust self-evaluation and quality assurance information effectively to help them prioritise relevant areas for future school improvement. Senior leaders involve parents and pupils in sharing their views on improvement priorities. This resulted in an appropriate improvement focus on numeracy, listening and talking and transitions. Senior leaders have clear measures of impact in place. This includes for example, their use of clear planning, analysis of data and setting measurable targets to improve approaches to teaching time in mathematics. They evidence very well the progress towards these improvement areas.
- Senior leaders have a robust quality assurance plan which includes monitoring learning and teaching, detailed tracking meetings and pupil focus groups. This ensures they have a deep knowledge of progress towards school improvement. Senior leaders use How good is OUR school? with children to support improvement priorities. The majority of children feel their views are listened to and taken into account. As a result, children are becoming more confident as effective contributors.
- Senior leaders empower all staff to take on leadership opportunities. Most teachers and a few support staff lead change effectively across the school. Staff identified outdoor learning as a whole school improvement focus. A few teachers engaged in extensive outdoor learning training and as a result led training for all teachers. This helped teachers to develop their confidence well in this area. As a result, all children now experience regular highly motivating learning beyond the classroom and learn about their local environment. Children are very positive about their outdoor learning experiences and engage very well during these lessons. Teachers have also led highly positive changes to how listening and talking is taught and assessed. Support staff lead clubs and interventions, which include emotional wellbeing support. This is ensuring all staff are able to contribute effectively to leading change and improvement.
- All children in P1-P7 have well-considered opportunities to lead change in school. Senior leaders created a plan to widen pupil leadership. Each class takes responsibility for one area of leadership a term which includes: wider achievement, curriculum, pupil council and Junior Road Safety Officers (JRSO). The children decide with teachers how they will take this forward over the term. Children are highly invested in this work and talk confidently about the impact of their leadership projects. For example, P6 children are play leaders and participate in training to teach games to younger children. They developed skills in how to help younger children play together and learned how to explain the games confidently. This benefits the younger children and enables older children to develop skills in communication and teamwork.
- Older children planned a successful literacy week to celebrate world book day. P1 children have led curriculum development on outdoor learning. This includes learning how to risk assess on the beach which they shared in a display. All children share the work of their groups at assemblies. This innovative approach to pupil leadership enables all children to contribute to school improvement in a meaningful way for them.
- Older children also have further leadership roles through house captains. They created a helpful video sharing the school priorities with children and parents. Children recently updated this to show the progress towards school improvement work. Children's voice is highly valued and is a clear feature of school development and improvement.
- Almost all staff have a strong understanding of the social and cultural context of the local community. They know children and families very well. Senior leaders involve parents meaningfully in how Pupil Equity Fund (PEF) is spent.

2.3 Learning, teaching and assessment

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

- All staff have created a highly nurturing and inclusive ethos across the school. They have developed a climate for learning which is calm and purposeful. Almost all children interact respectfully and confidently with staff, visitors and each other. They uphold the school values very well. All teachers have high expectations of behaviour which is supported effectively by class charters and informed by children's rights. As a result of these approaches, almost all children behave very well and most engage appropriately during learning.
- In almost all lessons, teachers' instructions and explanations are clear. Most teachers share the purpose of learning with children routinely and link activities well to prior learning. Teachers share the steps to success in almost all lessons. In a few classes children co-create success criteria. Teachers should support children to co-create steps to success more regularly. This has the potential to bring depth to children's understanding of how to be successful in their learning. Most teachers provide purposeful time at the end of each lesson to help children discuss and evaluate their learning.
- Teachers use the local authority learning, teaching and assessment standard well to evaluate and discuss their approaches to learning and teaching. Most teachers use this effectively to provide learning which is meaningful and relevant for children. They plan learning which is at the right level of difficulty for most children. However, within lessons there are missed opportunities to extend children's thinking and challenge them further. This would support all children to make even better progress. Most children have opportunities to work well independently and in pairs. Teachers should provide increased opportunities for children to work in groups and discuss their learning. In a few lessons, children would benefit from more opportunities for personalisation and choice. This has the potential to help children develop greater independence and learn at their own pace.
- All teachers ask questions to check children's understanding, and almost all children respond well when clarifying instructions and explanations. In the majority of classes, teachers ask higher-order thinking questions to help children explain their thinking. Teachers should continue to build on this in all lessons to enable children to deepen their learning and application.
- In the majority of lessons, teachers use formative assessment strategies effectively to help children improve their work. This includes, providing helpful verbal feedback on children's learning during lessons. Teachers should now plan opportunities for children to use self and peer assessment more regularly. This will help them to understand their progress more clearly and support them to be more involved when planning their next steps in learning.

- Across the school most children use digital technology well to extend and enhance their learning. For example, younger children access online numeracy games independently and older children analyse data through spreadsheet applications. Children who require additional support for learning benefit from using assistive digital technologies, such as clicker. This helps to develop their independence in learning activities.
- Children in the early years benefit from regular opportunities to play indoors and outside. Teachers have developed an environment which provides a range of play experiences. As a next step, teachers need to review how they plan for play experiences. They should provide interesting resources and spaces to develop children's curiosity and enable them to apply and consolidate skills within their play. Teachers should include play more often in daily teaching and learning. They should develop play provision to include numeracy and literacy across the experiences, for example, in the construction area. A few teachers have engaged in professional development, including engaging with national guidance. They should continue to engage in professional learning to develop play pedagogy further within the early stages of primary.
- All teachers use a range of long-term curriculum overviews and medium-term plans well to plan children's learning. They make effective use of progression pathways linked to Curriculum for Excellence (CfE). Teachers collaborate effectively when planning to ensure children have a clear progression of learning. This supports children to build well on prior learning.
- The senior leadership team created a robust assessment calendar which helps provide consistency in assessment approaches across the school. Teachers use a range of periodic and diagnostic assessment approaches to assess children's knowledge and understanding. Staff have made a positive start to implementing high-quality assessments to assess children's application of skills in new and relevant contexts. Teachers should now use this assessment data more consistently to ensure appropriate challenge in learning for all children.
- Teachers engage enthusiastically in moderation activity within their school. They also moderate numeracy, reading skills and writing across their associated schools' group. As a result, teachers' professional judgements of children's attainment and progress are consistent and accurate.
- Senior leaders and teachers meet four times a year to track and monitor children's progress and attainment in literacy and numeracy. Teachers have robust information about the attainment and progress of cohorts of children. This includes children who are care-experienced, young carers, those impacted by poverty and those who require additional support. Teachers and senior leaders identify children who have gaps in learning. They use information about children's learning well to plan interventions. This includes small group and individual interventions for literacy or numeracy. This is enabling children who have barriers to their learning to make good progress towards their learning targets.

2.2 Curriculum: Learning pathways

- Teachers use progression pathways linked to CfE experiences and outcomes to plan children's learning well. These have been designed by teachers to allow planning for learning to be securely built on what children already know. Teachers recently developed a highly effective learning progression pathway which allows them to plan over several curricular areas. This pathway has linked curricular areas well and included well-considered learning about Shetland's culture and heritage. Children enjoy the contexts for learning across all stages. These further embed the school's rights-based education approach for all learners.
- Staff use the location of the school to significantly enhance learning that stimulates creativity and real-world engagement. Staff plan visits within the local area which provide high-quality learning about the local environment, fun and develop children's skills in problem-solving. Children successfully contribute to the community, for example, as they clean up the beach. This is helping them to develop into responsible citizens.
- All children receive their entitlement to a 1 + 2 approach to modern languages. Children enjoy learning French vocabulary and dialogue across the school which is progressive and well planned. Children in P5–P7 enjoy learning German. Teachers should enhance Modern languages further by integrating language more often into daily classroom experiences.
- All children receive their entitlement to two hours of high-quality physical education weekly. Children develop a wide variety of physical skills and enjoy demonstrating their learning. Staff use the grounds well to ensure a balance of indoor and outdoor active experiences.
- Children benefit from specialist teachers in music, art and physical education. Specialist teachers plan collaboratively with class teachers to ensure that children develop important skills progressively as they move through the school. A number of visiting teachers develop discrete music skills in drumming and piano with groups of children.
- Teachers engage in professional learning programmes to plan effective outdoor learning experiences. They have developed useful resources which provide helpful guidance for all teachers in delivering outdoor learning. Children across the school access varied outdoor learning experiences over the year. This enables children to build on, apply and transfer their knowledge and skills in the local environment well.
- Teachers recently introduced a focus on developing national skills for learning, life and work. Children are beginning to develop confidence in using the language of learning and skills. Most classes are starting to use these in physical education and during learning in the outdoors. All staff should build on this work consistently across all stages. This has the potential to help children to articulate and gain transferable skills which will support their learning in all areas of the curriculum.
- Teachers plan religious and moral education well as part of children's curriculum entitlement. Children learn about different religions, cultures and significant religious figures from the past. This is underpinned through effective class learning and assemblies.
- Children visit the school library on a weekly basis. They access well-stocked reading spaces in classrooms. This is supporting them well to develop their reading skills and enjoyment in reading.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the clear communication they have with the school and the open door policy. Parents are consulted well on school improvement and feel senior leaders deal effectively with any concerns raised. They have several opportunities throughout the school year to share in children's learning events. For example, curriculum weeks and pupil 'learning led' events allow children to share their learning with their parents. Parents appreciate the face to face reporting opportunities to discuss their child's progress. Senior leaders ask parents to feedback on these events and act on suggestions. For example, the amount of homework given has been increased or decreased according to parental wishes. Parents feel that the values of the school are promoted positively through assemblies, class lessons and daily school life.
- The Parent Council is highly supportive of the work of the school. They actively helped staff and children during Book Week and Ground Force Day, where they helped to improve the outside play areas. They fund events, trips and resources, for example, the purchase of digital equipment, to help ensure no child misses out due to financial constraints. They recently introduced a parent buddy system where new parents are contacted by a member of the Parent Council to offer information and support.

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

- All staff know children very well as individuals and most know families well. They have developed highly nurturing and trusting relationships with children which is helping most children to feel safe and happy in school. Most children know they will be listened to and supported appropriately if they speak to a member of staff about any worries. As a result, almost all children demonstrate care and kindness for each other very well. They warmly welcome all visitors and new children into school.
- All staff engage very well with high quality professional learning to help them support children's behaviour and wellbeing confidently. This includes training on therapeutic approaches to support children. As a result, staff have created a highly inclusive ethos where all children are treated as individuals and all staff meet children's needs very well. They use visual prompts, clear communication and consistent routines to enable children to feel secure, settled and safe.
- Staff recently used an audit tool to review the environments within classrooms and shared spaces across the school. They involved children in this process, to enable them to share their views on what is important to them. As a result of this work, staff developed the environments effectively. They now have attractive, well-resourced classrooms and calm spaces for children to access throughout the day. These include sensory spaces which enable a few children to experience 1:1 support or small group teaching. This helps children to have their wellbeing needs met and to engage meaningfully in learning. These highly positive relationships and the inclusive ethos help almost all children to behave very well. A few children are supported very effectively to access spaces, resources or movement breaks to help them co- and self-regulate if they become dysregulated or upset. This ensures they are able to re-engage more quickly with learning.
- Most children have a shared understanding of wellbeing and how this is supported in school. Staff provide children with well-planned health and wellbeing lessons. Children learn how to keep themselves safe in the community by assessing risk. For example, children in P1 are able to explain how to stay safe on trips and on their outdoor home-made obstacle course. Children learn about respect and how to be responsible through developing class charters. They consider the feelings of others in school as they take on roles which include play leaders and house captains. These activities help develop progressively their knowledge and understanding of wellbeing and how to look after their own physical, emotional and mental health. This ensures almost all children have a strong understanding of how to stay healthy.
- All children in P2-P7 complete wellbeing webs twice a year to help staff monitor children's wellbeing. Staff review these to help them identify areas of wellbeing which may need further support for classes or individuals. As a result, they plan effective interventions or assemblies to address any issues raised. This includes, for example, class lessons on the qualities of a good friend. All children have daily emotional check-ins where teachers are able to sensitively

support any child who may be feeling sad or upset at the start of the day. Senior leaders use PEF to fund staff who provide a daily soft start. This is available to any child who needs a little longer to settle into school and have a calm start to the day. They provide breakfast and time to talk. This is supported very well by staff, and children are positive about this time. This approach has improved the attendance and punctuality of a few children and enabled them to engage with learning better.

- Senior leaders ensure all staff engage in regular child protection and safeguarding training to meet their statutory duties appropriately. Staff also benefit from both formal and informal training and advice from the highly experienced support for learning team in school. They value this guidance and as a result are confident in their interactions with children and in meeting their needs. This helps them very effectively to have a strong understanding of national guidance such as Getting it right for every child (GIRFEC).
- Staff follow a clear staged intervention approach to help them to meet children's needs. They have agreed universal supports for all children to access as needed which include noise-cancelling headphones and digital technology. In addition, staff support children to access sensory spaces and interventions to help them to engage in learning and have their wellbeing needs met. The support for learning team skilfully helps a few children and groups who require additional support for learning and wellbeing. Staff create clear pupil passports, in collaboration with children, to show what children need to help them feel ready to learn and to engage successfully. This includes children's personal interests and guidance on how adults should communicate with them to meet their needs. Teachers create effective individual education plans which evidence well the progress children are making. As a result of these approaches children's needs are met very well across the school. Children with barriers to learning make good progress towards their individual targets.
- Teachers and the support for learning team communicate very effectively with each other to plan and share the outcome of interventions. Support for learning teachers have developed clear visuals for all classes to ensure consistent approaches across the school. Staff have developed this as part of a wider school improvement priority linked to communication and literacy. Staff and children share the benefits of this well-considered and consistent approach.
- Staff work highly effectively in collaboration with a range of partners to improve children's physical, emotional and mental wellbeing. This includes, for example, through engaging in relevant training on speech and language. Active schools staff plan community events to improve the physical health and engagement of children in the local community. Children highly value these opportunities which include clubs and swimming.
- Senior leaders follow the Shetland Islands Council anti-bullying policy. They follow up on any incidents of alleged bullying and help children to resolve any concerns. The headteacher records incidents and these are reviewed regularly to enable them to provide effective ongoing guidance and monitor incidents. A few parents and children feel bullying is not dealt with effectively. Senior leaders and staff should continue to support all children to understand what bullying is, the impact of bullying on everyone involved and the steps taken by school staff when an incident is reported.
- Staff have undertaken impactful training in supporting inclusive education. As a next step they plan to incorporate this learning into their health and wellbeing programme and extend their existing programmes. They provide children with meaningful opportunities to explore diversity and difference through health and wellbeing, interdisciplinary learning and assemblies. Most children are developing well their understanding of protected characteristics and would benefit from further learning in this area.

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

Attainment in literacy and numeracy

- Most children achieve expected national CfE levels in literacy and numeracy. Staff's robust attainment data demonstrates that most children in P1, P4 and P7 will achieve national CfE levels by the end of June. A minority of children at each stage are working beyond expected levels and have already achieved national standards.
- Children requiring additional support make good progress against their individual targets and milestones.

Attainment in literacy and English

- Across the school most children make very good progress in literacy and English.

Listening and talking

- At early level almost all children listen very well to a story and answer questions accurately to show their understanding. They retell known stories and share confidently what happened. Most children at first level take turns well when listening and talking in groups. They make eye contact when listening and talking and respond appropriately to the views of others. At first level a few children are less confident in taking notes from information they listen to. At second level most children confidently discuss texts to show their understanding of the author's style. They engage respectfully in group discussions sharing their views and building well on the views of others. Most children present information articulately when presenting to others. A few would benefit from further support to practise and extend these skills.

Reading

- At early level, most children identify and read rhyming patterns in words very confidently, adding more rhyming words of their own. They are becoming increasingly accurate in reading simple sentences and texts. At first level most children explain well the type of books they like to read, sharing why they like a particular text. Most answer questions accurately about texts read. A minority of children are less confident in the features of non-fiction texts, including index, contents page and headings. At second level most children summarise texts read and predict accurately what might happen next. They answer confidently a range of inferential, literal and evaluative questions, giving evidence to support their answers. A few children at second level would benefit from further support to extend their answers and explain their thinking and evidence.

Writing

- At early level almost all children engage very well in emergent writing. Children create detailed drawings which support them meaningfully to write very well independently. They enjoy sharing their writing with each other and adding to their stories. At first level most children write regularly on a given topic for a short, focused time. They independently self-check and

improve their writing. This approach is helping most children to be more confident in their writing and know how to improve it. They now need to build their skills in adding description and openers to their writing. At second level most children use figurative language very well to enhance their writing. They write in a range of styles, often linked to class topics to motivate them to write and use verbal feedback well to improve their work. A few children should be supported to write longer texts.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is very good.

Number, money and measure

- Across the school children have a very good understanding of number processes. Children at early level count to 20 and recognise numbers before and after 20. Almost all recognise o'clock and half past. At first level, most children are confident at rounding to 10 and 100. They understand place value and solve three digit addition and subtraction problems and explain the strategies used to solve these. A few children need more practise with multiplication to increase their mental agility. At second level children are developing their confidence solving calculations with decimals and fractions. They understand place value well and almost all have increased their understanding of percentages. Almost all children confidently explain strategies used when working out numerical problems. A few children at second level are not secure in recognising the relationship between these operations and how they apply to real contexts.

Shape, position and movement

- Most children at early level name confidently a range of two-dimensional shapes and identify properties of these shapes. They are less confident with naming three-dimensional objects. Most children at first level are confident in naming the properties of two-dimensional and three-dimensional shapes and objects. Most children at second level are confident in naming and classifying a variety of angles. Most children classify quadrilaterals accurately.

Information handling

- Almost all children at early level match and sort items, for example, by colour. They are less confident in collecting information and contributing to pictorial displays. At first and second level, most children demonstrate confidently their understanding of information handling. They collect data using appropriate methods, for example, tally marks to create bar charts.

Attainment over time

- Attendance for 2023/24 is 94.2% which is above the local and national average. Senior leaders track attendance regularly. They use a sensitive approach to remove barriers to attendance. They communicate with families in a variety of ways, for example, phone calls, emails and face to face meetings. Senior leaders used PEF appropriately to employ staff to provide interventions which support attendance. These include support for families. For example, a few children attend a beneficial soft start to the school day. This has resulted in a reduction in lateness and improved attendance for targeted children. This approach is impacting positively on learners' engagement and progress. In consultation with parents and the local authority, a few children attend school on a temporary part time basis. This supports their wellbeing and attendance effectively. These part-time timetable arrangements are reviewed regularly to ensure they are for as short a time as possible.
- Senior leaders implement very effective systems to track and monitor children's attainment. Children's attainment in literacy and numeracy over time is very good. Overall, data shows that most children make very good progress as they move through the school. A few children at all stages are exceeding levels against national standards in literacy and numeracy.

- Senior leaders and teachers have regular robust tracking, planning and assessment meetings. Alongside rigorous moderation activities, this has strengthened teacher's understanding of achievement of a level. Senior leaders and teachers use the local authority data tool effectively to record progress and achievement in attainment in literacy and numeracy. They use this information about children's attainment, and wider information on children's progress and wellbeing, to help them to identify gaps in children's learning. Senior leaders and teachers implement effective interventions to address gaps in learning.

Overall quality of learners' achievements

- Children across the school participate in a variety of events, trips and sporting activities. For example, children participate in inter-generational events with a local care home and attend clubs such as football and boccia. Staff ensure children experience local culture through involvement in the Junior Up Helly Aa festival. As a result, children gain confidence in their own skills and abilities and deepen their understanding of skills such as collaboration and communication. Senior leaders and teachers should, as planned, continue to support children to understand the skills they are gaining and how they apply to learning, life and work.
- Children delight in sharing their wider achievements from in and outside school at assemblies. They share achievements in learning on Wow walls and in their pupil profiles. As planned, senior leaders should develop their plans to track the skills children are developing through the opportunities on offer. This should enable them to provide further opportunities for any child who is not involved in clubs and activities at the moment.

Equity for all learners

- Senior leaders consult with teachers and the Parent Council to establish their views on how to spend PEF. Senior leaders use the information gathered to inform future planning. Staff use PEF very effectively to fund a support for learning teacher and learning support worker to target children with gaps in literacy, numeracy and wellbeing and to help raise attainment. Staff plan targeted interventions to help close attainment gaps. These include the use of emotional literacy support aimed at reducing anxiety for specific children. Senior leaders have a fluid and flexible approach to using staff funded by PEF in order to be able to address barriers as they arise. As a result of the interventions, data is showing improvement for almost all children involved. The interventions are helping children's progress and closing the poverty-related attainment gap. As planned senior leaders should continue to monitor interventions and approaches to ensure they are sustaining and accelerating progress and improving outcomes for all children.
- Staff ensure all school trips are free or subsidised to prevent any barriers to participation. Senior leaders work well with partners to provide individualised support to ensure no child misses out on events. Partners effectively enable all children to take part in a programme allowing children to develop road safety skills. They supply bikes and helmets free of charge so that all children can take part. Swimming lessons are offered to P1 to P4 children, and further sessions are offered to identified children beyond the core curriculum offer. These support children to gain water safety, an important skill for Island life.

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.