

Summarised inspection findings

Mauchline Primary School

East Ayrshire Council

1 April 2025

Key contextual information

Mauchline Primary School is a non-denominational school which serves the village of Mauchline and surrounding rural areas. At the time of inspection, the school roll was 295 children organised across 11 classes. The school also has a nursery class with a roll of 34 children. The headteacher, who has been in post for three years, is supported by a deputy headteacher and a principal teacher.

A majority of children live in Scottish Index of Multiple Deprivation deciles 4 to 7. At the time of inspection, the school reported 22% of children on the roll as requiring additional support with their learning. There is approximately 19% of children in P6 and P7 registered for free school meals.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

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

- The headteacher leads staff very effectively to create a learning environment where everyone feels happy, cared for, and included. The very strong leadership of the headteacher, supported by the senior leadership team, helps to ensure ambitious aspirations and expectations of all children. The headteacher supports the staff very effectively to have a clear understanding of the social, cultural, and economic context of the children and families within the school community. Staff use this knowledge very well to take collective responsibility for children's progress. The aspirational vision for every child to be inspired, supported and motivated to work hard and achieve, underpins the work of the school successfully.
- Led ably by the headteacher, the school's vision and values were revisited last session and agreed through consulting children, parents, staff and partners. Staff support children well to explore the values of determination, friendship, honesty and respect frequently and meaningfully during assemblies and in class. Staff and children demonstrate very well the school values in their daily interactions. Children understand and articulate the importance of school values and the relevance of these to their learning and life.
- Senior leaders protect time for all staff to engage regularly in discussions that inform the school's improvement plan. This includes reviewing the impact of the school's work using *How good is our school?* 4th Edition. In carrying out these activities, staff understand and have ownership of the school's agenda for implementing change and continuous improvement. Senior leaders have developed a highly effective quality assurance calendar. They undertake a wide range of regular activities which includes teachers participating in peer visits to observe and discuss practice. Teachers welcome the feedback they receive. This has a direct and positive impact on improving learning, teaching and assessment across the school. As a result, outcomes for children's wellbeing and attainment show sustained improvements. Staff rightly identified a need to improve attainment in writing at second level as a result of their rigorous review of data. Targeted interventions and additional resources are deployed strategically to support children to make the best possible progress in this area.

This has resulted in significant improvements in attainment and accelerated progress for identified groups and cohorts.

- Senior leaders plan changes strategically and skilfully at an appropriately brisk pace. As a result, staff are confident in leading aspects of school improvement and developing their own leadership skills. There are clear and strong connections between self-evaluation, improvement planning and professional learning. The school improvement plan (SIP) has a considered rationale for the improvements identified based on sound evidence. These link well with the priorities of the school and local authority. The SIP for this session includes improvements to the teaching of science, technology, engineering and maths (STEM), developing inclusive practice and continuing to raise attainment. Senior leaders identify desired outcomes as a result of planned improvement. Building on this positive approach, they should include more specific measures of success to further enhance their approach to strategic planning.
- Senior leaders work successfully to develop leadership at all levels. This has led to a climate of very strong collegiality across the staff team. Teachers feel empowered to lead on aspects of school improvement through working parties and take responsibility for pupil committee groups. All staff demonstrate a clear sense of shared purpose and are confident in taking responsibility for leading and contributing to continuous school improvement. This is supporting them to develop coherent approaches to learning and teaching and supporting children's wellbeing. This includes, for example, clear routines and structures in classrooms and consistent approaches to supporting children's emotional regulation.
- Staff reflect successfully on their practice, identify future professional learning needs, and engage in high-quality professional learning. They are keen to learn from others to make sure they continue to refine and improve practice. Teachers participated in effective professional learning to support the consistent and progressive teaching of numeracy and mathematics. They are now more skilled and confident in delivering learning in this area and children are increasingly motivated to achieve. This approach has had a very positive impact on children's attainment in numeracy and mathematics across the school. Staff share readily their learning with each other and support colleagues to implement change and improvements. Their engagement with professional learning and commitment to effective leadership of change is resulting in improved outcomes for children.
- Children across the school participate in a range of meaningful leadership opportunities and responsibilities. Children in P4 to P7 act confidently as leaders of change through their participation in pupil committee groups. They have a strong influence over improvement planning across the school. Children talk with pride about the positive difference they are making to their learning and school community. For example, the 'outdoor committee' developed the playground spaces to ensure that children could be active and creative in a range of different areas and activities. Children articulate how these leadership opportunities develop their confidence, communication and decision-making skills. Most children feel their views are listened to and are confident to share their ideas with staff. Children see themselves as effective agents of change who can make a difference in their school and community.
- Senior leaders survey parents and consult with the Parent Council and staff on how to best use Pupil Equity Funding (PEF). The headteacher uses analysis of the school's social, economic and geographical context to inform strategic plans to direct funding. The school uses PEF to provide effective support for identified children through extra staffing, targeted interventions and additional resources including digital technology. This is making a difference for children.

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

- Senior leaders and staff have created a very welcoming and inclusive ethos which is underpinned by children's rights and the school vision and values. Children demonstrate confidently the values as they interact very well with one another across the school. They are happy and confident in their learning. A culture of inclusion is evident in the purposeful and calm environments across all classrooms. Children learn in bright and attractive learning spaces. They are proud of their artwork and achievements which are prominently displayed.
- All staff know children very well as individuals. Staff have high expectations of children. In almost all lessons, children engage very well with their learning. They listen attentively, contribute articulately to class and group discussions, and demonstrate independence and initiative during tasks and activities. Teachers plan opportunities for children to make choices in their learning and access resources to support them to experience success. Children demonstrate resilience when learning new concepts and know how to access support if required.
- Staff employ strategies for promoting self-regulation and emotional literacy well. For example, they use calm corners and breathing techniques through a whole school approach to support children to regulate their emotions. These clear and consistent approaches are promoting a positive climate for learning. Senior leaders plan regular professional learning for staff to improve their skills in managing the wide range of needs within each class. The local authority provides clear guidance and support through professional learning sessions, for example, delivered by educational psychology services. As a result, overall, children's behaviour in the school is very positive and respectful.
- Teachers have worked well together to agree the features of a high-quality lesson. They implement this agreed guidance effectively in almost all lessons to ensure children experience consistently high-quality learning and teaching across the curriculum. In almost all lessons, teachers plan a range of high-quality learning activities which are well matched to children's needs. Teachers provide well timed support and interventions to scaffold children's learning. Teachers regularly link learning well across curriculum areas and use a range of active learning approaches. Children are highly motivated in their learning through the wide range of high-quality learning experiences provided by staff and partners. This ensures learning is relevant and enjoyable for all children.
- All teachers provide clear instructions. In almost all lessons, teachers build well on what children already know and provide helpful and clear explanations. Almost all teachers share the purpose of learning and how children can be successful. As a result, children understand the purpose of their learning and what is expected of them. Children are increasingly confident in creating steps to success. This is supporting them well to understand their own progress in learning. Almost all teachers use questioning effectively to clarify children's learning and

understanding. Where teachers use questioning very effectively, they support children's development of higher order thinking skills well.

- In almost all lessons, teachers make very effective use of digital tools and resources to consolidate and support children's learning. Children use tablets, laptops and digital tools with confidence. They use these independently to access, record and share aspects of their work using applications, online platforms and websites. Teachers use digital technology well to remove barriers to learning for children who require additional support with their learning.
- Staff are developing play pedagogy well to support younger children's learning. They create stimulating spaces that foster independent play-based experiences and encourage children's creativity. Children have opportunities for choice and enjoy trying a range of interesting spaces and provocations. Teachers interact well with children to encourage them during direct teaching activities. As planned, they should continue to develop learning through play experiences which provide children with an appropriate balance of adult- and child-led learning.
- In almost all lessons, teachers provide children with effective verbal feedback to help children understand what they are doing well. Children are developing their use of self- and peer-assessment to identify successes and where there could be improvement. They engage in this process with maturity, providing appropriate comments to support their peers. Children set targets for their own learning and share these targets in their personal learning plans. This supports them to better understand themselves as learners. Staff should build on this positive approach and support children to begin to take more of a role in leading their learning.
- Staff have developed a helpful annual assessment calendar which supports very well the consistent approaches used to assess children's progress. Teachers monitor and check children's progress effectively using a range of ongoing, periodic, standardised and diagnostic assessments in literacy, numeracy and health and wellbeing. This includes National Standardised Assessments at different points of the year for different year groups. Teachers use a range of assessment evidence very well to support their professional judgements about children's attainment and progress. Senior leaders and staff have detailed data on the progress of individuals, groups and cohorts of children including those affected by socio-economic factors. Teachers should continue to make best use of assessment information to determine next steps for a few children who would benefit from additional challenge in their learning.
- Teachers have a strong understanding of the moderation cycle and engage in valuable moderation of their planning, teaching and assessment. Staff at all stages plan and moderate together. They engage very well with the national Benchmarks as part of their wide-ranging moderation activities. This collaborative working supports staff to be clear and confident about their judgements of children's progress.
- Teachers plan effectively over a range of timescales. Staff share detailed yearly overviews with the children's next teacher which supports continuity and progression for their learning. This allows children to make very good progress from prior levels of attainment and ensures children receive a broad and balanced curriculum. Children who require additional support with their learning benefit from carefully planned interventions which are specific and timely. Teachers monitor the impact of these and track these effectively.

2.2 Curriculum: Learning pathways

- All teachers make very effective use of progressive pathways which take account of Curriculum for Excellence (CfE) experiences and outcomes. They use these to plan for children's learning within literacy and numeracy and across the curriculum. Teachers plan learning which offers breadth, depth, relevance and appropriate progression for children as they move through the school.
- Staff have created dedicated learning spaces to support well the teaching of STEM. These opportunities enhance children's learning and support the development of knowledge and skills across the curriculum. Staff plan a range of outdoor learning approaches to engage children in their learning. As planned, staff should continue to develop outdoor learning to ensure a more consistent, progressive approach at all stages.
- Senior leaders should support teachers to review weekly timetables to ensure that all children receive their entitlement to two hours of high-quality physical education (PE) each week.
- All children receive their entitlement to 1+2 languages. Across all stages children experience a progressive programme of learning in French and Scots' languages and culture. Across the school all children participate and lead aspects of their focus on Scottish culture including Robert Burns. This supports the children to engage with local partners to celebrate and have a greater awareness of Scottish culture within their community.
- Staff work very well with partners and parents to provide children with opportunities to learn about the world of work. In particular, children have very worthwhile experiences and enjoy a wide range of learning in STEM. For example, children worked with a national engineering business to participate in a creative range of science and technology experiences.
- Children use a structured reading programme to increase opportunities to read for pleasure. They regularly access a range of texts at their own level from the school library and using online platforms. This approach is supporting a positive reading culture across the school.

2.7 Partnerships: Impact on learners – parental engagement

- Staff and children benefit from very effective partnerships with parents and the local community. Parents are involved in a range of valuable opportunities for families to play and learn together including, for example, stay and play sessions, and STEM activities.
- The Parent Council is highly supportive of the work of the school. Parents fundraise to contribute to a variety of resources that enhance learning opportunities for children. The Parent Council works in partnership with staff to organise a range of social events for children and families across the school year. Parents are consulted on shaping school improvements. Parents are invited to be part of focus groups and complete surveys to gather views on a range of issues. Recent examples include the relationships policy and school uniform. This is supporting families to engage effectively in the life of the school.
- Parents receive information about what their child is learning in a range of ways. For example, through newsletters, learning showcase assemblies, the school website and social media. As planned, senior leaders should review their approaches to sharing feedback with parents about how their child is learning and developing.

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. At the time of the inspection, there were no identified areas for development.

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

- Children and staff feel valued and respected through the highly nurturing and inclusive ethos across the school. The school values are demonstrated consistently by children and staff in all interactions. Children are happy and take great pride in their school. Almost all children feel they have a trusted adult to talk to about worries or concerns. The P6 wellbeing buddies play an instrumental role in helping their peers engage in activities and build friendships during break and lunchtime. Additionally, P7 buddies actively model positive behaviours in the playground, ensuring that younger children feel supported. As a result, almost all children express that they feel safe in school.
- Children and staff work together to continually audit the learning environments ensuring they are welcoming, inclusive and supportive. A recent change was the introduction of calm areas within classrooms and shared spaces. Children use these spaces effectively to self-regulate their emotions. As a result, children feel well supported and re-engage promptly in their learning. Children learn in a variety of spaces throughout the school, including outdoor areas, the wellbeing and STEM rooms. This supports children's different learning styles well. As a result of these inclusive strategies, almost all children across the school are supported effectively in their learning. Children consistently demonstrate respectful behaviours within the classrooms and across the school community.
- Children across the school have a secure understanding of their own wellbeing and can discuss clearly how their experiences in school support and improve their wellbeing. Teachers use progressive learning programmes effectively to develop children's knowledge, understanding and decision-making skills. For example, older children speak competently about the harmful effects smoking can have on their bodies. Younger children discuss confidently the importance of eating healthy foods and getting enough sleep to feel good and stay strong. Children use appropriate language, linked to their rights to express their views, ask for support, and be actively involved in decisions affecting their wellbeing. Children participate in a wide range of high-quality sports, games and physical activities provided by staff and partners both during the school day and after school. Children understand well the link between having a healthy body and healthy mind.
- Children take an active role in leading a range of groups that promote health and wellbeing throughout the school. Children play a key part in raising awareness and creating a supportive environment where children feel empowered to make a difference and contribute to the overall wellbeing of the school community. For instance, the inclusion team and the period poverty group lead important initiatives and engage directly with their peers to bring about positive changes.

- Staff monitor children's wellbeing very well. They use a wide range of assessment tools successfully to gather important information relating to children's wellbeing. Senior leaders use this information very effectively to identify areas that can be addressed at whole school or class level. For example, how to be safe online. Staff provide personalised wellbeing support for identified groups or individual children. Children appreciate the warmth and care that staff demonstrate when working with children around sensitive issues.
- Most children who require additional support are making very strong progress towards their personal targets. Staff deliver a range of high quality one to one and small group interventions. Literacy, numeracy and health and wellbeing interventions are carefully planned and implemented in a timely manner. Effective tracking ensures that children do not remain on interventions longer than required. As planned, senior leaders should continue to provide professional development to support all teachers to build their skills and confidence in creating measurable targets.
- Children who require additional support create individual communication passports, which are reviewed regularly throughout the year. Passports are accessible within the classroom and provide a clear, comprehensive overview of children's needs, which can be shared with any adult working with them. As a result, children feel listened to and included. As planned, senior leaders should support staff to further involve parents in the creation and sharing of communication passports.
- All staff have a clear understanding of their statutory duties. They undertake significant professional learning to support their knowledge and understanding of current legislation and guidance related to wellbeing, equality and inclusion. Senior leaders created a helpful guide for staff to support them within their specific roles and provide clear details of national and local policies, for example, supporting children who are care experienced. Staff skilfully implement their knowledge and understanding of how to keep children safe and nurtured.
- The school submitted information relating to compliance with the revised 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.
- Children benefit from effective transition arrangements at every stage of their learning. Staff maintain regular communication with families, ensuring they are well-informed and actively involved in their child's transition. Teachers share important information about each child's needs in a timely manner. Enhanced transition opportunities provide individual support when necessary. As a result, children build confidence, resilience, and independence, ensuring they are well-prepared for each new stage.
- Senior leaders monitor incidents and allegations of bullying and take steps to mitigate these. Staff and children created a clear anti-bullying policy which was shared with parents. A few P6 children have undertaken anti-bullying ambassador training to support children within the school and in the playground. Almost all children feel that bullying is dealt with effectively, or that they have not experienced bullying, and that other children are respectful towards them.
- Children have a strong understanding of inclusion and feel empowered to challenge discrimination. Senior leaders use assemblies very effectively to highlight and celebrate a wide range of diversities, including people with Down's syndrome, autism, and refugees. Most

teachers build on these discussions very effectively by providing curriculum opportunities that offer children well-structured, progressive chances to explore diversity. Moving forward, teachers should help children deepen their understanding of all protected characteristics by incorporating relevant displays and resources that reflect diverse identities and experiences.

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

- Overall, attainment in literacy and numeracy is very good. Almost all children at early level and first level, and most children at second level, are on track to achieve national expectations in literacy and numeracy. Across the school, there are a few children who exceed national expectations.
- Most children who require additional support for their learning make very good progress towards their individual targets. A majority are achieving nationally expected CfE levels.

Attainment in literacy and English

- Overall, most children make very good progress from prior levels of attainment in literacy and English.

Listening and talking

- At early level, almost all children listen well to adults and their peers and follow instructions confidently. At first level, almost all children are confident with the skills of good listening and talking. They identify the difference between fact and opinion confidently. At second level, almost all children show respect for the views of others and give feedback to their peers. They speak with confidence when sharing relevant ideas and information and ask and answer questions appropriately. Across the school, a few children need to develop further their listening and turn taking skills.

Reading

- At early level, almost all children enjoy reading and listening to a range of texts. They hear and say sounds made by a combination of letters. At first level, almost all children identify their favourite authors and genres and confidently share why they enjoy these books. They discuss the skills they are developing in reading activities and read aloud confidently and with expression. They should continue to practice answering inferential questions about texts. At second level, almost all children apply a range of reading skills, such as summarising, to help them read and understand unfamiliar texts. They enjoy reading and discuss a range of well-matched texts available through use of online reading platforms and the school library.

Writing

- At early level, almost all children use capital letters and full stops accurately to punctuate sentences. They use their knowledge of common words and known sounds to spell familiar words correctly and write simple sentences. At first level, almost all children have a secure understanding of writing instructions using an appropriate structure. They plan and create texts using adjectives, adverbs and conjunctions effectively. Most children at second level, identify clearly the features of poetry such as alliteration and rhyme scheme. They know and apply the

techniques of persuasive writing such as emotional appeal or repetition very well. Children write across a range of genres, using the appropriate format or structure. They should continue to develop a range of emotive and figurative language in their writing to engage, persuade or influence the reader.

Numeracy and mathematics

- Overall, most children make very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, almost all children estimate with accuracy the number of objects in a group without counting. They recognise and recall numbers correctly in a forwards and backwards sequence to 20. They use the language of before and after and use ordinal numbers confidently in real-life contexts. Almost all children at first level demonstrate confidence in rounding to the nearest 10 and 100. They convert units of time and length with accuracy. They read, write and order simple fractions. Most children at second level demonstrate quick recall of multiplication and division facts and understand place value. They calculate change from a given amount and understand the relationship between time, speed and distance.

Shape, position and movement

- At early level, almost all children sort, describe and create patterns accurately with two-dimensional shapes. They use the language of position and direction with confidence during play, such as above, below and on. Almost all children at first level understand the properties of three-dimensional objects and describe them using the correct terminology. Most children at second level draw nets of three-dimensional objects, calculate area, perimeter and classify a range of angles with accuracy. They are less confident using mathematical vocabulary to describe the properties of triangles and circles.

Information handling

- At early level, almost all children sort items with accuracy based on their own criteria. They can interpret information from a simple pictograph to answer questions. Almost all children at first level discuss how to gather data using tally marks and interpret information from bar graphs, tables and charts. Most children at second level know how to collate information in a variety of ways and how to label graphs accurately.

Attainment over time

- Children make very good progress over time. Senior leaders and teachers use a wide range of robust assessment data very well to address any attainment gaps through targeted support and universal approaches. For example, children in P7 have significantly improved their progress and attainment between first to second level. Teachers meet with senior leaders regularly to discuss and analyse standardised assessment information to support their professional judgements. This, along with regular moderation activities, is supporting teachers well to make accurate judgements about children's attainment. Senior leaders should continue, as planned, to implement systems to track children's progress across other curricular areas.
- Senior leaders and staff recognise gaps in children's writing at identified stages. They have developed a clear strategy to raise attainment in this area through improving approaches to planning, teaching and assessing writing. These approaches are accelerating progress and raising levels of attainment in writing.
- Senior leaders effectively use of local guidance to monitor attendance robustly. Senior leaders understand the importance of highlighting with parents and carers how attendance affects

children's attainment and wellbeing. They contact and support individual families to remove the barriers to attendance. A few children have an absence of 10% or more. Senior leaders have appropriate strategies in place to address this. Senior leaders' strong partnerships and trusting relationships with families is supporting an improvement in identified children's attendance. Overall, attendance is above local and national averages. There are currently no children on part-time timetables and there have been no exclusions in recent years.

Overall quality of learners' achievements

- All children have regular opportunities to share their achievements from in and out of school. These are celebrated and recognised in assemblies, classes and on a school blog. Children receive a variety of school awards such as the headteacher's award for 'living' the school values. Children have worked together to achieve a range of local and national awards and accreditations, including awards for sustainability and children's rights. These achievements develop children's citizenship skills.
- Staff track children's participation and engagement in a range of clubs. They identify gaps in participation for individual children and plan for opportunities and experiences to reduce the risk of any child missing out. These clubs support children well to develop their confidence, teamwork and communication skills. Children play an active role within their school community which helps them to become responsible citizens and effective contributors. Children are developing their skills for learning, life and work, including leadership, as a result of their participation in worthwhile activities. Staff should now develop their tracking approaches to include the skills children are developing as a result of their achievements.

Equity for all learners

- Senior leaders and staff understand the challenges faced by families and recognise potential barriers to learning caused by economic disadvantage. Children and families benefit from a range of supports offered to them, for example, clothes recycling, where free high-quality school uniforms and seasonal clothing are available for all.
- The school's rationale for PEF is based on an analysis of a wide range of relevant data and information relating to the needs of children in identified groups. Additional staff, funded through PEF, deliver effective interventions for targeted children and universal support for all. Senior leaders and staff review a range of data very effectively to measure the impact of PEF on gaps in children's learning and attainment. This data demonstrates the school's chosen approaches are supporting staff to close gaps in children's learning.

Practice worth sharing more widely

Staff monitor children's wellbeing very well. They use a wide range of assessment tools successfully to gather important information relating to children's wellbeing. Senior leaders use this information very effectively to identify areas that can be addressed at whole school or class level. Staff work together very well to support identified children, including those who are care experienced or have experienced bereavement, to manage their own emotions and wellbeing. In collaboration with staff, children influence, direct and make choices about their own wellbeing. These very effective approaches to wellbeing and inclusion have brought about key improvements in supporting children with anxiety and children's readiness, participation and engagement with learning. As a result, children reflect on their wellbeing very well as they progress through the school.

- Children and staff work together to continually audit the learning environments ensuring they are welcoming, inclusive and supportive.
- Staff support children very well to use appropriate language, linked to rights, to express their views, ask for support, and be actively involved in decisions affecting their wellbeing.
- Children play a key part in raising awareness and creating a supportive environment where children feel empowered to make a difference and contribute to the overall wellbeing of the school community.
- Children are supported to reflect on their wellbeing using communication passports which are accessible within classrooms and provide a clear, comprehensive overview of individual children's needs.
- Children have a strong understanding of inclusion and feel empowered to challenge discrimination.

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.