

Summarised inspection findings

St Mary's Primary School

North Ayrshire Council

25 June 2019

Key contextual information

St Mary's Primary School is a denominational school which is linked to the St Mary's Parish community. At the time of inspection the school roll was 139. In March 2018, the school moved to a new build campus which they share with Largs Early Years Centre, Largs Primary and Largs Academy. Most children on the school roll live in Scottish Index of Multiple Deprivation (SIMD) data zones five to ten. Approximately a tenth of children in P4 to P7 were 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 has been in post for over six years and has developed a very good understanding of children's and families' individual needs across the school community. She is providing effective leadership and, supported well by the principal teacher, has a clear aspirational vision for the school. She is well respected by children, staff, parents and the school's partners. Almost all parents who completed the pre-inspection questionnaire feel the school is well led.
- The major process of change to move St Mary's Primary to a new location with three other establishments has been well led by senior leaders. Working closely with all staff, they have very successfully created a caring, nurturing and inclusive environment for children. This is clearly evident to all visitors to the school.
- There is a shared understanding and commitment to the school's vision, values and aims which were reviewed and refreshed on arrival to the new campus. All pupils, staff and parents were consulted and four key values were agreed: Compassion; Ambition; Faith; and Respect. Positive relationships, underpinned by Gospel values, permeate the school. The headteacher and staff have used a wide range of information, including the use of locality data, to ensure the overall vision is both aspirational and relevant to the school and community.
- The school has well established partnerships across the local community and beyond. Their joint working, for example with local businesses and intergenerational work, is having a positive impact on children's knowledge about the world of work and is developing their citizenship skills. (See choice Q1 for further evidence).
- Joint work across the shared campus is developing children's understanding of their rights, based on the United Nations Convention on the Rights of the Child (UNCRC). The school has gained silver accreditation with the Rights Respecting Schools programme and their ongoing commitment is evidenced through the very positive relationships observed throughout the school. Class charters, restorative approaches and assembly discussions support all staff to set clear expectations for children.

- The school has a calendar in place with planned evaluation activities across the school year. The headteacher uses an effective, evidence-based approach to inform improvement work which takes account of national and local authority priorities. Through the school improvement plan, she manages the pace of change well and provides appropriate focus on actions to raise attainment. Staff have regular, planned opportunities to evaluate the school's work using How Good is our School? 4th Edition (HGIOS4). Children's, parents' and partners' views are regularly gathered in a range of ways. Parents are kept informed about school improvements through various methods, such as newsletters and social media. The school should now consider how to engage parents and partners in jointly planning improvement activities and evaluating the school's work.
- The school has an agreed strategy for raising attainment which is informed by a strong understanding of the social, economic and cultural context. The school has plans in place for its allocation of the Pupil Equity Fund (PEF) which is targeted to improve numeracy attainment and support wellbeing. The senior leaders monitor interventions and can evidence early indications of positive impact on outcomes for children.
- Leadership at all levels is a strong feature of the school's work. All staff contribute to leading improvements, for example by developing areas of the curriculum. The headteacher and a few staff have taken part in a visit to China to develop international partnerships and this has enhanced the provision of Mandarin across the school. Staff members are empowered to lead improvements. They have initiated positive change in relation to curriculum design and the improvement of teaching and learning. The annual staff professional review and development process is linked to the General Teaching Council for Scotland (GTCS) standards and is used effectively to inform professional learning. In school, staff learning opportunities this session have included areas such as nurturing principles, digital technologies and resilience.
- Support staff engage positively with the improvement agenda of the school. They are skilful in carrying out their duties across the school and provide valuable support to children to develop literacy, numeracy and wellbeing skills.
- The pupil council provides children with the opportunity to contribute to improvements in areas of school life. They have worked with staff to improve experiences in the playground and have selected books for the library area. Almost all children feel the school listens to them and a 'you said, we did' display helps to demonstrate to children how their suggestions have affected change.
- For all children, there are opportunities across the school to lead aspects of the curriculum, through pupil groups such as "Lingo Leaders", Health and Wellbeing, Global Citizens and Life Skills committees. Through these groups the children teach peers new skills and present their learning demonstrating effective communication skills. The school has recently started to use How good is OUR school? (HGIOURS) with children to further support their participation in self-evaluation and school improvement.

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

- There are extremely supportive relationships amongst children and between children and staff. At all times, children are polite and respectful to one another and to visitors in the school. Across the school almost all children are eager to learn. They are keen to share their learning and can confidently articulate their strengths. Children are developing their ability to identify and share their next steps. Almost all children are active participants, who engage fully in learning activities on their own, in pairs or in small groups. Children are enthusiastic and motivated. In all classes, children demonstrate resilience in learning. They confidently explain strategies to adopt when they find their work challenging. A few children are not fully engaged in their learning. Staff should continue to explore ways to address this.
- Children interact well with one another and demonstrate confident and responsible behaviours. At early and second level, children engage very well in purposeful conversations. At first level children require some support to demonstrate effective group work skills. In most lessons, children have opportunities to lead their learning within the class. Staff should monitor the balance of teacher instruction with learner activity in order to promote independence and to allow children to lead their learning more fully. As evidenced in teachers' plans, children are asked regularly about what they know and what they would like to learn about. The school should continue as planned to provide consistent opportunities for children to evaluate and plan their learning. There are many strong examples of learners' experiences being appropriately challenging, enjoyable and well matched to their needs and interests. The school is well placed to continue to develop this.
- Overall, the quality of teaching is very good. In most lessons, inspectors observed features of highly effective practice. Where teaching is most effective, learning tasks are differentiated to ensure all children are supported and challenged effectively. The learning environments are well organised and stimulating. The classroom displays highlight a variety of children's work across all areas of the curriculum. All teachers give very clear instructions to almost all children. They share the purpose of learning with children. Children are able to identify how they are going to be successful in their learning through the co-construction of success criteria. In most lessons, teachers use effective questioning and higher order thinking skills well to check children's understanding and to build on prior learning.
- There is effective use of digital technologies to support learners. Children can choose to type their writing and they access the internet to carry out research-based tasks. There is a number of opportunities for children to undertake online activities. Technologies are also used to enhance learning, where children record themselves undertaking interviews or creating videos about their learning. Children create graphs and reports electronically and share these within the school and with their families.

- At the early stages, staff are developing their approaches to promoting play-based learning. Children are motivated and interact well when participating in play-based activities. The school should continue, as planned, to develop this practice so that play is integrated more fully in classes and includes more opportunities for free flow activities.
- Teachers make effective use of a range of assessment approaches to support children's next steps in learning, including Scottish National Standardised Assessments and other standardised assessments. Children benefit from teachers' skilled use of verbal feedback on their learning. Staff should continue as planned to develop the quality of written feedback to further support children's understanding of their progress. Teachers use assessment criterion well to assess and comment on children's writing. Children have opportunities to assess their own work, and the work of their peers.
- Senior leaders meet with staff regularly to discuss children's attainment and future teaching plans. Staff value the effective support they receive from the senior leaders to develop their practice. Staff have increasingly developed their understanding of standards through collegiate activities on moderation. These activities happen regularly in both an informal and formal way across the school. Staff engage in peer observations and share their observations of children's progress. Planned moderation activities across a number of curricular areas takes place at school, cluster and regional level. For example, staff worked collaboratively across the local cluster to plan, implement and evaluate lessons in science. The school should continue with their proposed plan to use this model of moderation for other areas of the curriculum.
- Across all curricular areas, teachers are planning effectively. Teachers' plans reflect the interest of the children and the local context. Planning is linked to the experiences and outcomes and is beginning to reflect the national benchmarks. The school has recently updated the learning pathways for literacy, numeracy and health and wellbeing. These are supporting staff to plan more effectively to meet the needs of all learners.
- The school's robust tracking system ensures teachers have a very good understanding of the needs of children. The progress of all learners, including predictions of achievement of a level, are discussed by senior leaders and teachers, and then acted upon. Planning for children with additional barriers to learning is effective. Support interventions are tracked to determine how effective they have been in supporting children's progress.

2.2 Curriculum: Learning pathways

- The school has in place a clear rationale for its curriculum which takes positive account of the local context of the school. The school has appropriate pathways which cover all curricular areas. These are providing clear direction for staff and a clear structure to support delivery. Staff are increasingly confident in grouping experiences and outcomes together to plan, in conjunction with children, interdisciplinary learning. Developing skills in literacy, numeracy and health and wellbeing is a key priority for all members of the school community.
- Teachers are skilled in linking children's learning to the world of work. They continually review the curriculum on offer to ensure it provides a range of opportunities for children to develop skills for life, learning and work. This includes successfully developing a refreshed approach to science, technology, engineering, art and mathematics (STEAM) linked to the work of work; and the delivery of the national 1 + 2 language agenda.
- All children have access to digital technology which is enhancing their learning experiences. Teachers ensure children have regular and progressive opportunities to develop their digital skills in a variety of contexts across the curriculum. Children experience regular opportunities to learn outdoors. Staff are keen to further develop this aspect of children's experience.
- The school is meeting the national target of two hours of quality physical education (PE) for children. The provision of religious and moral education (RME) and religious observance is also fully in line with national advice. There are strong links with the local parish which is supporting children and their families very well to understand the significance of faith in their daily life.

2.7 Partnerships: Impact on learners – parental engagement

- See choice QI.

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

- There is a calm, welcoming and purposeful environment in classes and open areas which helps to ensure that most children enjoy school. Children benefit from very positive, respectful relationships with teaching and support staff, that are in keeping with the school's gospel values. Children are proud of their school and speak highly of the strong sense of community. Restorative practices are used well to support children to resolve disagreements. Children feel confident in their understanding of these approaches and take on leadership roles across the school as 'worry warriors' and 'peer mediators'.
- The children are settling in to school life in the new campus location. All children are being well supported by senior leaders and staff as they get to know and build positive relationships with children across the campus. As a result, most children report they feel safe at school. However, a few children shared they do not always feel safe in the shared playground and common areas. The school is taking steps to address this. Joint projects on creating whole campus charters will support this ongoing work.
- Ensuring children's wellbeing is a strength of the school. The children have a strong understanding of the wellbeing indicators and use related vocabulary in their daily life. Most demonstrate a clear understanding of the UNCRC and can relate a number of the rights to aspects of their own lives.
- Children benefit from opportunities to learn about food and health in class and through practical cookery lessons. As a result, children have developed a good understand of how to live a healthy lifestyle. Staff use the school tuck shop to link with other areas of children's learning, such as Fairtrade. Children have developed first aid skills as part of the school's health week programme. Almost all children understand how and when to contact the emergency services.
- All children are active. They engage in regular quality PE and there is high engagement with the Active Schools programme. Children benefit from the after school sports programme provided by parent volunteers and young sport leaders. Physical activity has also been promoted through a 'morning movers' breakfast club. Children spoken with during the inspection talked confidently and with pride about their achievements in sports.
- There is a whole-school emphasis on the importance of children's mental and emotional wellbeing. Funding has been used to train staff in approaches to improve children's resilience in their learning and to help to improve their confidence in their ability to learn. Children can refer to being in the 'learning pit' and a few can use this to discuss progress they have achieved in their learning. Senior leaders, teachers and pupil support assistants have accessed professional learning focused on mindfulness. The school uses a digital assessment with cohorts of children to analyse children's attitudes and emotional wellbeing. This evidence

is used by senior leaders and staff to target interventions to address needs with individuals or groups. As a result of this school wide focus, children are resilient and feel well supported.

- Almost all children say they have someone to speak to should they have any worries or concerns. Most children understand how to keep safe when using digital technology and older children can identify some of the risks associated with substance misuse. Children use 'wellbeing boxes' to alert staff to any concerns they have or, commendably, to celebrate particular aspects of wellbeing. Discussions around these are regular features of the school's assembly programme. Children have opportunities to reflect on and evaluate their own wellbeing in their 'pupil planners'. A next step is to support children to track their own progress regularly using the wellbeing indicators.
- Children's learning across the different areas of the health and wellbeing curriculum is developing well. The school has progressive 'skills planners' in place and teachers plan creatively. As a result, most children can make meaningful links across learning. Staff are beginning to make use of the national benchmarks to support assessment in health and wellbeing and should continue to develop their engagement with these.
- Across the school, there is a range of interventions in place to support the wellbeing needs of children who face challenges. For example, children develop strategies to manage emotions and skills in social interaction through effective support from the nurture group provision. Highly positive relationships formed in nurture sessions show early signs of improving wellbeing and learning outcomes for children.
- Staff are aware of guidance and their responsibilities in relation to wellbeing and inclusion. The school has an effective tracking system and uses a range of diagnostic assessments to identify children who need additional support for their learning. In line with local authority guidance, the school has tailored planning documents that clearly outline targets and detail the supports for individual children. Interventions are monitored to determine the impact in relation to children's attainment and wellbeing. The school should continue its planned work to review plans regularly and explore further ways to support parents to be more involved in the planning and evaluation of children's plans. Multi-agency partners report that they feel valued as part of the team around the child and that the school is proactive in seeking input and creating flexible learning pathways to best support learners.
- Children explore issues related to diversity, equalities and faith through learning activities in religious and moral education, religious observance and through the school's assembly programme. Diversity is celebrated and families are supported in an inclusive, non-judgemental and appropriate way. Children in the upper school have completed an anti-racism related competition and have explored issues around diversity through discussion and creative writing, based on a class novel. This work has helped them to understand the importance of respecting all people. The school's partnership work through STEAM and related visitors, challenges children's thinking around gender stereotypes. The school recognises the need to develop children's understanding of equality further within the curriculum, as part of planned and progressive learning; and to finalise their whole school policy.

3.2 Raising attainment and achievement

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, children's attainment in English language and literacy and mathematics and numeracy is good. For 2017/18, the school reported that all children at P1 achieved early level in listening and talking. The majority achieved early level in reading, and most attained this in writing and numeracy. Most children at P4 achieved first level in listening and talking, with the majority attaining this in writing and reading. A minority achieved numeracy at first level. Almost all children at P7 achieved second level in listening and talking and writing, with most attaining this in reading and numeracy.
- For 2018/19, the school predicts that all children at P1 will achieve early level in literacy and numeracy. At P4, they predict almost all children will attain listening and talking and reading at first level, and most will attain writing and numeracy. At P7, they predict most children will attain reading and writing at second level, and almost all will achieve listening and talking and numeracy at that level.
- Inspection activities which included observing children's learning at all stages, sampling of children's work, engaging with children in class and in focus groups, agree with most teachers' professional judgements for achievement of a level. Senior leaders are working with staff to improve their confidence in making professional judgements on children's achievement of a level.
- Overall, most children in P2, P3, P5 and P6 are making appropriate progress towards first or second level in literacy. The majority are making appropriate progress in numeracy. Most children with barriers to learning are attaining appropriate to their individual needs.

Literacy and English

- Overall, attainment in literacy and English is good. Most children are making good progress.

Listening and talking

- Overall, attainment in listening and talking is very good. Across all levels, children have opportunities throughout the year to participate in class talks; to present to parents at their assemblies; and to participate in readings and bidding prayers during religious observance. At early level, most children could talk with confidence about the importance of setting and characters in their stories. They could confidently share their ideas with their group and answer questions about their learning. At first level, most children are confident in listening to or watching to make notes. They organise these under suitable headings and use them to understand ideas and information. At second level, children have regular opportunities to demonstrate their listening and talking skills, for example, through pupil leadership groups and in opportunities to lead the learning in other stages of the school.

Reading

- Overall, attainment in reading is good. Across the school, children have a range of opportunities to read for enjoyment. Children at second level are able to access the library in the secondary school which offers them a wide range of authors and genres. Children at first level would benefit from more opportunities to choose their own books to read. At first and second level, children speak confidently about their favourite books and authors and can give detailed explanations on why they prefer certain authors. A few children at early level lack confidence to use their knowledge of sounds, letters and patterns to read words. A few children at first level are not yet able to work independently to identify and make use of different reading strategies to decode unfamiliar texts. Most children at second level are fluent readers who read with expression.
- Children at first level understand the difference between fiction and nonfiction and can discuss which they prefer and explain why. At second level, the use of reading circles and class novels is supporting children's development of skills in reading, such as inference and identifying the main ideas within a text. Most children have a good understanding of plot, structure and characters.

Writing

- Overall, attainment in writing is good. At early level, the majority of children can write about their feelings and write an imaginative story based on a fairy tale. In their writing, most children use appropriate punctuation. At first level, children can create a variety of texts, such as poems, stories and plays, with recognisable features of genre. Children need further support to select, organise and convey information in different ways. Most children at second level are developing their skills in writing short and extended texts which attempt to engage and or influence the reader through the use of vocabulary appropriate to the genre. Children at second level are able to structure extended pieces of writing appropriately using paragraphs. Children working at second level should have more opportunities to use notes and other sources to develop thinking and create new texts. Across the school, there are high expectations of handwriting and presentation and a significant amount of children's work is displayed throughout the school.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. The majority of children are making good progress.

Number, money and measure

- At early level, almost all children can add within ten, with most going beyond this. Most can identify and use coins to make amounts. A majority can write two digit numbers accurately. They would benefit on further work on patterns and are developing confidence in subtraction. At first level, most children confidently round to the nearest ten and hundred, convert between pounds and pence and can find halves and quarters of an amount. They would benefit from further work on equivalent fractions. They are developing confidence in finding change from £10. At second level, most children are confident with a range of numerical calculations and can round to two decimal places. They confidently convert between fractions, decimals and percentages. They would benefit from further work on factors and multiplication and division strategies, including where the answer involves decimal fractions.

Shape, position and movement

- At early level, most children identify 2D shapes and 3D objects. Most children at first and second level recognise 2D shapes and 3D objects and describe their properties, as appropriate to their age and stage. Most children working at first level can create symmetrical pictures. They would benefit from further work on angles, including identifying right angles and knowing

that they measure 90 degrees, and also compass directions. At second level, most children are confident working with coordinate diagrams, symmetry and types of angle. They would benefit from revisiting work on angle problems.

Information handling

- At early level, a majority of children confidently sort items. At first level, most children have a good understanding of tally marks and bar graphs. At second level, most children understand a range of graphs and charts, including bar and line graphs and pie charts. Children working at first and second levels have an understanding of the ideas of uncertainty and chance.

Attainment over time

- The school uses a range of helpful data sources to monitor children's progress over time, including robust approaches to tracking and monitoring. This includes termly tracking meetings which have an appropriate focus on children's progress. As a result, the school has a sound understanding of individual children's attainment. A useful next step will be to analyse the attainment of different cohorts as they move through the school. This will help senior leaders identify more readily any patterns of attainment for different groups of children.
- Attainment over time in literacy and numeracy has been variable. However, the school has maintained high levels of attainment in listening and talking. Attainment at P7 has improved between 2016 and 2018 in literacy and numeracy. Between 2016 and 2018, attainment at P1 has decreased in reading, writing and numeracy. A similar pattern appears at P4. The school has correctly identified these trends in attainment and has taken steps to address these issues.

Overall quality of learners' achievement

- Children are developing skills for life, learning and work through numerous planned opportunities, offered both within and outwith class. Children talk confidently about developing skills through these activities.
- Children throughout the school are developing skills in leadership through their work on school committees including, the pupil council, eco committee, global citizenship, life skills and 'lingo leaders'. Children are involved in running a credit union which is supporting the development of budgeting and finance skills. Healthy lifestyles are promoted through work with Active Schools partners. The school achieved a sportscotland silver award for work in this area. Children at P7 develop valuable skills in communication, teamwork and business skills through participation in work experience. All children at P7 have achieved the John Muir award. Children at second level have developed communication skills by sharing their learning about mental mathematics strategies. They did this by leading parental workshops and through teaching strategies to children at first level. Roles relating the school's house system, such as house captains, also encourage children to take increasing responsibility and demonstrate initiative. Children involved in these roles and groups are able to reflect on the skills they are developing, as well as the difference they have made for their school community.
- Wider achievements are celebrated in a variety of ways, including at assemblies and reward Fridays, as well as through social media. The school tracks children's participation in school clubs and outside activities. Staff are proactive in ensuring children who are at risk of missing out on opportunities to develop new skills, have chances to do so.

Equity for all learners

- The school has effective systems in place to track individual children, including those who require additional support or who face other barriers to learning. Senior leaders have shared appropriate locality information with staff. As a result, they know children and their families well and are able to identify children who are not making suitable progress, and put in appropriate

interventions. Most children who face barriers to learning are making appropriate progress from their prior levels of achievement.

- The school's allocation of PEF has been used for staffing, training and resources to support literacy, numeracy and health and wellbeing. These interventions are being used well to support children both in their learning and through financial support, such as funds for trips and clothing.

Choice of QI : Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- The school actively develops partnerships in the local community and beyond in a wide range of ways. This is a strong feature of the work of the school. The school has worked effectively to build supportive, well-structured partnerships that are enhancing learning experiences for children. As a result, all partners are very positive about their work with the school. Partners give willingly of their time and energy and show a strong commitment to support the school. There is a clear focus for planned outcomes of specific partnerships and this is well co-ordinated by senior leaders to ensure a balance across learning experiences.
- The school has very successfully developed partnerships which support the Developing the Young Workforce (DWY) agenda. This includes working with local businesses on interior design challenges and providing work experience for all children at P7 in a wide range of local businesses. Through this work, there has been an increased focus on social enterprise which is providing children with valuable opportunities to develop skills for work, including teamwork, presentation skills and responsibility. Business partners are also working with the school to raise awareness of and address the gender gap in STEAM.
- Partners speak positively about the school's commitment to working with them to enhance learning within the school. The school regularly works with most partners to review joint work. They work well together to continually develop and adapt their work to meet the changing needs of children.
- Well planned liaisons support effective arrangements for transition between nursery and P1 and as children move on to secondary school. This includes transition days and the sharing of appropriate data to support children in their next phase of learning.
- The school successfully developed partnerships to support the schools DYW focus through links to China. Through this, a few staff have benefited from professional learning on Mandarin through immersion training in Shanghai. The school also has a Confucius Hub and links with a partner school in Tianjin. Children benefit from this approach which is helping them understand their place in a wider world. Commendably, they have used the skills they have developed through learning Mandarin to train local hotel staff in commonly used greetings.
- The school is committed to engaging parents within all aspects of its life and work. There are regular opportunities for parents to find out more about what and how children are learning at school. For example, through curriculum workshops, assemblies, stay and share sessions and social media. While most events are well attended by parents, senior leaders are keen to increase parental involvement and have implemented a range of approaches to support this.
- Almost all parents who responded to the pre-inspection questionnaire are, overall, satisfied with the school. Almost all feel their children are making good progress with most feeling they receive helpful feedback about how their child is learning. To support parents, the school provides helpful advice and guidance on STEAM and numeracy. Parents are also able to attend Mandarin language workshops along with their children.
- The Parent Council actively supports the work of the school and works in partnership across a variety of areas. They support the school's work through fundraising activities. The headteacher has shared with the Parent Council a range of school developments including the

curriculum rationale and PEF plans. Most parents who responded to the pre-inspection questionnaire report that they feel encouraged to be involved in the work of the Parent Council and are kept informed of its work.

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.