Summarised inspection findings

Kinmylies Primary School

The Highland Council

19 November 2024

Key contextual information

Kinmylies Primary School is a non-denominational school situated on the outskirts of Inverness on the banks of the Caledonian Canal. The school has a nursery class. The headteacher has been in post for five and a half years and is supported by a depute headteacher and a principal teacher. An additional principal teacher is currently on secondment to another post within the local authority. This post has not been replaced. There have been a number of changes to the senior leadership team in recent years. The school follows an asymmetrical structure to the school day, with four longer school days Monday – Thursday, and an early finish at lunchtime on Friday.

The school roll is 307 children, organised across 12 classes, and 54 children in the nursery. A minority of children live in Scottish Index of Multiple Deprivation (SIMD) decile 2 and a majority of children live in SIMD deciles 4 or 5. Children's attendance is generally in line with the national average. There have been no children excluded from the school in recent years. In September 2023, the school reported that 27% of children had an identified additional support need.

1.3 Leadership of change	satisfactory
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 is well-respected by staff, children, parents and partners across the school community. She is committed to ensuring children experience a nurturing school ethos. She prioritises appropriately and places great importance on children's wellbeing. Senior leaders and staff focus on fostering and maintaining positive relationships with children. This supports almost all children to have a strong sense of belonging to their school. Children feel valued and respected by the caring and nurturing relationships they have with adults across the school.

■ The headteacher undertook a review of the vision, values and aims in 2021, resulting in the values of ready, respectful and safe being adopted. She continued to consult widely with stakeholders in 2022, where children asked for the value of honesty to be incorporated. The school values are widely understood by all and appreciated by children. Senior leaders and teachers make reference to the values frequently as a tool to remind children of expectations and to recognise positive behaviour. Staff believe this focus on school values has resulted in improvements to children's behaviour and attitude to learning. The headteacher should now continue with plans to review the vision, values and aims further to ensure they better reflect the current school context. Senior leaders recognise that the vision, values and aims could provide the school community with a stronger sense of purpose and direction.

■ The senior leadership team has gone through a period of change recently, impacting on the pace of change. The headteacher, depute headteacher and staff continue to work together to secure positive improvements in a few school improvement priority areas as a result. Senior leaders recognise that they now need to increase the pace of change to drive further improvements across the school. Senior leaders also need to balance better the time they

spend on operational tasks with time focused on providing clear strategic leadership and direction to the school.

- Senior leaders have a clear calendar outlining well-considered quality assurance activities. These include attainment reviews, moderation of children's work and lesson observations. The headteacher should ensure evidence of robust self-evaluation is systematically gathered, reviewed and triangulated, as a next step. This will help senior leaders and staff to evaluate their progress and inform next steps in whole-school improvements. Staff use How Good is our School? 4th edition appropriately to consider strengths and development needs. They should continue to refine their ability to evaluate their progress meaningfully, based on evidence.

- The school improvement plan (SIP) identifies two current priority areas. These are improving learning and teaching approaches and raising attainment in writing. Whilst these areas are appropriate, senior leaders should ensure positive work in other priority areas continues, such as improving numeracy attainment. Senior leaders should ensure all staff understand how they contribute better to, and lead, key actions to drive improvement. Senior leaders should ensure the SIP has a sharper focus on improving outcomes for all children. The SIP should show how progress towards aims will be measured and achieved successfully. There is considerable scope to extend the role of parents, children and partners in the planning, implementation and evaluation of improvement priorities. This includes how Pupil Equity Funding (PEF) is being used strategically to support improvements for targeted children.

- Most teachers contribute to the development of aspects of the school's work, such as improving children's writing skills and embedding play pedagogy. Staff participate enthusiastically in appropriate professional learning, provided by the school and local authority. They use collaborative time well to share their learning and knowledge with colleagues, and to engage with research. Staff should now look outwards to learn from effective practice adopted by schools in and beyond their local authority. There is scope for teachers to use practitioner enquiry to support their approaches to continuous improvement. Staff must continue to work together to improve the consistency of high-quality learning, teaching and assessment across the school. This will support children's attainment to improve further. The headteacher's plan to develop a learning, teaching and assessment standard should be accelerated in order to support these aspirations to be achieved.

- Senior leaders support all teachers to engage meaningfully with annual professional reviews. They respond positively to staff's professional interests and support them to undertake development work linked to these areas. Staff professional reviews and development plans should now be linked more clearly to school improvement priorities. Staff development plans should capture better how all staff develop leadership skills and capacities.

- Children offer their ideas eagerly to support their school to improve, such as through pupil council and surveys. A majority of children believe the school listens to and takes their views into account when making changes. A minority of children have leadership opportunities across school life. This includes a few children serving as digital or children's rights ambassadors, or participating in the playground or eco committees. Senior leaders are at the early stages of introducing a pupil learning council to support a review of learner experiences throughout the school. This has the potential to increase children's participation in self-evaluation. Senior leaders and staff should explore and increase opportunities for more children to be involved in leadership roles across the school.

2.3 Learning, teaching and assessment	satisfactory

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

■ Most children are well-mannered and eager to learn. They demonstrate a positive attitude towards their learning. Almost all staff create a safe and supportive environment for learning. They care deeply about the children and ensure the school values are central to their practice. Almost all staff have developed positive relationships with children and their families. Staffs' focus on mutually respectful relationships with children is supporting improvements in children's behaviour. Most children interact with adults and their peers respectfully. Senior leaders and staff should develop the school's promoting positive behaviour policy further. The policy should reflect fully the strategies and approaches used that are resulting in positive outcomes for children.

■ In a minority of classes, where lessons are overly teacher-directed, a few children disengage from their learning. Children require increased opportunities to be more actively engaged in learning within groups. Children would benefit from more opportunities to exercise personalisation and choice, and to lead aspects of their learning. This will encourage children to be more active participants and to further their enthusiasm for learning. In a majority of lessons, learning is appropriately matched to children's abilities. However, across the school, a minority of children require more challenge in their learning. This will help them to increase further their progress in learning and attainment.

■ Staff have sustained the soft start to the school day introduced during the pandemic. The headteacher should review practice across the school to ensure it is consistently used to motivate and engage all learners. Children in the lower primaries receive an afternoon interval shortly before the end of the school day. Children enjoy the opportunity to socialise with friends but it impacts negatively on their meaningful engagement with learning. Senior leaders should monitor the impact and review this approach on an ongoing basis.

■ Almost all teachers use interactive whiteboards well to display instructions and to present information to children. Children in the upper primaries use digital devices routinely to record their work and to access resources to reinforce their learning. Most teachers use assistive technology confidently to support the individual needs of a few children. A few teachers use digital technology creatively to engage learners successfully. This practice should be shared and developed further across the school.

■ Teaching across the school is not yet of a consistently high quality. There are a few examples of highly effective teaching across the school. Senior leaders and staff use collegiate time appropriately to explore research and to share good practice. They seek to improve the consistency of learner experiences. There are early indications of impact of this work. For example, most teachers now routinely share the purpose of learning and what successful learning looks like with children. They refer back to previous learning to help children to make

connections between what they are learning. Teachers should extend opportunities for children to co-create their measures of success in learning. The development of a lesson standard will support teachers to apply agreed and consistent expectations of learning, teaching and assessment.

■ In most lessons, teachers provide clear explanations and instructions. Most teachers use questioning well to check for children's understanding. A few teachers use higher order questions effectively to extend children's thinking and to engage children in high-quality discussions. This practice should be shared and widely adopted across the school. A few teachers use real-life contexts for learning skilfully which help children to understand the relevance of their learning. A majority of teachers should continue to develop their use of creative and relevant contexts for learning, such as outdoor learning.

■ Staff are developing approaches to learning through play. Children have useful opportunities to be curious and creative in inviting spaces. Staff would benefit from developing their current practice around the role of the adult in play to ensure their interactions extend children's learning consistently. Staff and practitioners in the nursery need to work together regularly to share practice and learn from each other. Teachers should evaluate the impact of approaches to play more regularly to ensure it results in improved outcomes for children. Staff should continue to use national practice guidance as they extend their play offer across the school.

■ Most teachers provide verbal feedback to children on their work. They involve children in regular learner conversations about their progress. This helps most children understand where they are in their learning and to set their own targets. Staff should now work together to ensure children receive high-quality written feedback more consistently. Children's standard of jotter presentation is variable, and staff would benefit from having agreed approaches to improve this.

■ Most teachers use an appropriate range of assessments, including summative and standardised assessments, to identify children's progress with learning. Most teachers now need to develop their use of formative assessment techniques to gather ongoing information that informs children's next steps in learning. Staff use diagnostic assessments well to measure children's progress in literacy and numeracy. A few teachers implemented a helpful initiative to support improvements in children's writing skills. This is helping those teachers to use data effectively, to identify gaps in children's learning and to plan interventions.

■ Teachers engaged in a few moderation activities in the school and cluster. This supported improvements in the reliability of teacher professional judgements, such as in writing. Senior leaders should ensure these opportunities happen regularly as part of planned activities. This will support teachers to develop further their ability to apply national standards confidently.

■ Teachers plan collaboratively with stage partners using Curriculum for Excellence (CfE) experiences and outcomes and progression pathways. This helps them to plan in more detail on a weekly and termly basis. Senior leaders meet with teachers termly to discuss their planning and children's progress. The support for learning teacher works with teachers to plan learning that meets the needs of individual children. Children have a few opportunities to contribute to planning but would benefit from greater involvement.

■ Staff monitor and track children's progress and attainment in numeracy and literacy. Teachers update the tracking system twice per year and use the data well to plan interventions. Senior leaders and staff should continue to develop their regular use of data to analyse the progress and attainment of children. This would allow them to evaluate the impact of interventions and better meet the needs of all children. Senior leaders should improve the tracking system used

in order to better monitor the progress of different cohorts of children, such as children impacted by poverty.

2.2 Curriculum: Learning pathways

■ Teachers use local authority and school-based progression pathways and planners for almost all curricular areas. This supports children well to build on their prior learning. Senior leaders identify the need to support teachers to use progressive planners more consistently across the school. Senior leaders should extend their monitoring and quality assurance of planning to ensure a greater consistency of approach across the school. The headteacher recognises that the current Religious and Moral Education (RME) progression pathways needs to be developed further. This will ensure children learn in a progressive way.

■ The depute headteacher working with staff, developed a helpful curriculum rationale which reflects positively the unique context of the school. Senior leaders and staff should ensure that the rationale outlines how the curriculum is developing children's skills for learning, life and work. Staff should use the Career Education Standard (3-18) to support this work.

■ Staff are at the early stages of planning an outdoor learning programme to support progressive learning opportunities for children. Senior leaders encourage teacher to identify opportunities for children to learn outdoors at least once per week.

■ All children from nursery to P7 learn French and children from P4 to P7 learn Gaelic. They receive their entitlement to two hours of high-quality physical education (PE) per week. Children in the upper primaries benefit from well-planned sessions taught weekly by PE teachers from the neighbouring secondary school. There is scope to develop this partnership further by school staff and PE teachers planning learning together. This will help to develop children's skills further and prepare them for the transition to secondary school.

■ Staff work effectively with a range of partners to enhance the curriculum. This includes working with community groups and other organisations. A local youth project supports the Religious Observance programme and children's learning in RME successfully. Children deepen their thinking and articulate their views and understanding of Christianity as a result.

■ Most teachers across the school share information well as children transition to the next stage of primary. This helps to ensure a better continuity of learning and support for all children. Children benefit from positive transition events as they move from nursery to primary. However, staff and practitioners now need to work together more closely to support a smooth transition between the settings for all children. Staff at the local secondary offer well-planned events and transition activities to prepare children in P7 for the move. A few children access effective enhanced transition support.

2.7 Partnerships: Impact on learners – parental engagement

■ Parents value regular contact and communication from the school via a newsletter.

■ Most parents agree that staff know their child as an individual and almost all parents believe staff treat their child fairly and with respect. The headteacher and staff recognise the value of parents as partners in the life of the school. Parents have regular opportunities to participate in their children's learning, through information shared on digital platforms and events in the school. Senior leaders organise successful workshops for parents to help to develop their child's reading skills. Staff should continue to develop activities to help parents to support their child's learning at home.

■ The Parent Council is active and works closely with senior leaders and staff. They predominantly focus on fundraising for resources, such as to improve children's access to quality resources and experiences, through well-attended community events. Senior leaders inform the Parent Council about school improvement priorities. The Parent Council supported the headteacher with the recent review of the school's vision, values and aims. There is considerable scope to now extend the role of the Parent Council, and the wider parent body, in self-evaluation and school improvement planning.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

■ Children's wellbeing lies at the heart of the work of the school. Almost all staff know children and families throughout the school community very well. Staff create a nurturing and inclusive environment which helps most children to learn successfully. Most children identify a trusted adult in school that they can speak to if they are worried or upset. A majority of children feel safe when they are at school.

■ Almost all teachers refer to the wellbeing indicators meaningfully during lessons with children. Most children demonstrate a clear understanding of the wellbeing indicators. They articulate confidently the meaning and importance of feeling safe, healthy, active, nurtured, achieving, respected, responsible and included. They talk successfully about using the indicators to make good choices in their daily lives, in school and beyond.

■ Most children evaluate their wellbeing regularly during emotional check ins and learning conversations. Teachers use a wellbeing wheel to gather information about children's sense of wellbeing twice per year. Staff and children use these reflection activities positively to identify any challenges to their sense of wellbeing. Staff support effectively a few children both in and beyond the class to overcome identified barriers. Senior leaders and staff should now use data strategically to understand better the wellbeing needs of cohorts of children and the whole school. They should use this information to inform targeted interventions further and to adapt the health and wellbeing (HWB) curriculum.

■ Most children talk knowledgeably about the importance of living healthy and leading active lives. They recognise the positive impact of enjoying a healthy diet and regular exercise. Children enjoy opportunities for physical education and active learning, such as learning outdoors. Children's achievements are rewarded when they demonstrate the school values successfully. They appreciate receiving acknowledgement through class recognition boards and Star of the Week certificates. It increases their sense of belonging to the school community and builds their confidence well.

■ Most children benefit from progressive and relevant learning through the HWB curriculum. For example, staff have developed a detailed digital online safety policy and a well-considered programme of learning to ensure children use the internet safely. This has resulted in almost all children understanding clearly how to stay safe online. They identify confidently the actions they would take if an unknown person contacted them and asked for personal information.

■ Most staff provide children with good levels of pastoral care through their nurturing and inclusive approaches. They meet the social and emotional needs of the children well. Staff use helpful professional learning relating to wellbeing, equalities and inclusion to improve their practice. For example, a few staff who undertook training in whole-school nurturing principles

shared their knowledge and understanding to develop nurturing approaches effectively across the school. Children learn in calm, welcoming environments, as a result.

- Staff know clearly safeguarding procedures and their role in keeping children safe. They understand and apply their statutory responsibilities in relation to meeting the additional support needs of learners. Staff's approaches are embedded in legislation and national guidance such as Getting it right for every child. They are working with partners and parents effectively to meet the needs of children, as a result. Senior leaders and staff should continue to work together to improve their approaches to record keeping, particularly chronologies, to ensure they reflect national guidance. Senior leaders ensure children who are care experienced are considered for a coordinated support plan.

- The support for learning teacher and pupil support assistants (PSA) provide effective support for children who require additional support with their learning. PSA help a few children who find learning within the classroom challenging. They use a few targeted interventions for individual and groups of children successfully. As a result, children requiring additional support continue to progress in their learning. Senior leaders need to develop their strategic overview of the progress of children with additional support needs.

- The depute headteacher and the support for learning teacher works with teachers to develop appropriate children's plans for those requiring them. These plans are detailed and identify clearly short and long term targets for children. They demonstrate that targeted children are making positive progress towards sought outcomes. Senior leaders and staff should now consider the role of children and parents in developing and reviewing child's plans. Children should be better able to communicate their individual targets and progress. Children and parents should also, where possible, attend multi-agency meetings to ensure they have a greater say in the identified actions which impact on their lives.

- Senior leaders and staff encourage children's appreciation of equality and diversity through assemblies, and children's learning in RME and HWB. Most children show respect for different cultures, beliefs and faiths. A majority of children recognise differences in society and the need to respect and value diversity. Children in the upper primaries discuss discrimination confidently and identify ways to challenge it. Staff should continue to develop a range of well-planned activities to promote awareness of diversity and the protected characteristics.

- Staff use anti-bullying campaigns, assemblies and lessons successfully to raise awareness and share messages about kindness. Senior leaders identify the need to develop an anti-bullying policy which reflects the values and context of the school. Staff, children, parents, and partners should now work together to agree a community approach to addressing bullying and conflict between peers. This will help all children to feel respected and have a better awareness regarding how bullying is managed across the school.

- Most children identify examples of children's rights confidently. Staff highlight children's rights well through school displays and during assemblies to raise awareness. Most teachers make effective use of classroom charters to establish an agreed set of rights-based principles which support a positive atmosphere for children's learning. In a few lessons, teachers refer to children's rights explicitly across the curriculum. This helps children to understand the relevance of children's rights to different aspects of their learning and lives. This practice should be developed further to ensure all children benefit from more learning about children's rights in real-life and relevant contexts.

3.2 Raising attainment and achievement	satisfactory

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

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

Attainment in literacy and numeracy
- Overall, attainment in literacy and numeracy is satisfactory. Most children in P1, P4 and P7 achieved expected CfE levels in reading in June 2024. Most children in P1 and a majority of children in P4 and P7 achieved expected CfE levels in writing. Most children in P1 and P7 and almost all children in P4 achieved expected CfE levels in listening and talking. Most children in P1 and P7, and a majority of children in P4 achieved expected CfE levels in numeracy.

- Individual children with additional support needs make appropriate progress in their learning. However, senior leaders do not yet have a strategic overview of the attainment of different cohorts of children. They need to develop their systems and processes to ensure they can demonstrate fully the progress of children with additional support needs. Senior leaders also need to systematically identify children who are more able and have the potential to exceed national expectations.

- Senior leaders recognised that teachers needed further support in applying national standards in their professional judgements of children's attainment. Teachers engaged in professional learning and moderation which is supporting the data to become more robust.

Attainment in literacy and English
- Overall, a majority of children make satisfactory progress from prior levels of attainment in literacy and English, with a minority making good progress.

Listening and talking
- At early level, a majority of children listen attentively to rhymes and song, and teacher's instructions. A majority of children at first and second levels express their ideas and opinions confidently. They make appropriate predictions on what will happen next in the text they are reading during class discussions. Most children engage well with peers and adults. Children across all of the stages would benefit from more frequent group discussions and opportunities to present to an audience to practise their presentation skills.

Reading
- A majority of children at early level are developing well their knowledge of sounds and letters. They can recognise letters within texts. At first level, a majority of children read familiar stories aloud with attention to simple punctuation. They would benefit from talking about the features of books more regularly. At second level, a majority of children explain confidently their preferences for particular texts and authors, with supporting detail. At all stages, children would benefit from increased access to stage-appropriate non-fiction texts. Staff should improve children's access to well-stocked library spaces to further encourage children's interest in reading.

Writing

- Improving children's writing is an identified area of improvement this session. The quality of children's written work and handwriting across the curriculum is not yet of a consistently high standard.

- At early level, a majority of children are beginning to form individual letters and numbers correctly. At first level, a majority of children write short pieces of text using descriptive vocabulary successfully to engage the reader. A majority of children at second level identify writing techniques and apply them, for example to create posters. Across the school, children need more regular opportunities to create different types of texts for a variety of purposes linked to real and meaningful contexts. A minority of children across the school need to ensure they present their writing in a clear and legible manner.

Numeracy and mathematics

- Overall, the majority of children across the school make satisfactory progress within numeracy, with a minority making good progress.

- Improving numeracy is not currently included in the school improvement plan but is an important area for improvement. Across the school, children need further planned opportunities to apply their learning in numeracy in a range of different and unfamiliar contexts. They would benefit from regular opportunities to revisit concepts in order to consolidate their learning.

Number, money and measure

- At early level, a majority of children recognise numbers from 0 – 20. They should explore the language of measurement through purposeful play. A majority of children at first level round two- and three-digit numbers to the nearest 10 and 100 accurately. They need more exposure to a range of fractions. At second level, a majority of children add and subtract with three digits to solve number problems correctly using a familiar algorithmic approach. Across first and second level, children need further opportunities to use a range of strategies to solve problems.

Shape, position and movement

- At early level, a majority of children identify and describe basic features of two-dimensional shapes and three-dimensional objects. A majority of children at first level plot coordinates with increasing confidence. They need more practice using informal methods to estimate, compare and describe an angle. A majority of children at second level measure angles and use the correct acute and obtuse descriptions accurately. They are less confident identifying the diameter, radius and circumference within a circle.

Information handling

- At early level, a majority of children interpret simple graphs, using the vocabulary of most and least. At first level, a majority of children create simple bar graphs to display information. They are confident when using tally marks. A majority of children at second level interpret data from a range of charts and diagrams. Across the school, children would benefit from opportunities to use digital technology when handling information.

Attainment over time

- The profile of children's attainment has been improving over time. The school's data shows that children's attainment declined in the period following the COVID-19 pandemic. Overall, there have been improvements, however, senior leaders and staff recognise the need to continue to support improvements, particularly at first level.

- Senior leaders need to continue to develop their tracking systems. The current system does not offer a strategic overview of the progress of cohorts and specific groups of children. Senior

leaders and staff need to improve systems to help them to identify children's ongoing progress accurately and where progress and attainment could be accelerated. Staff are not yet tracking children's progress across curricular areas beyond literacy and numeracy.

Overall quality of learners' achievements

■ Staff regularly celebrate children's achievements, in school and outwith, through weekly assemblies. Parents share children's achievements outwith school through digital platforms. They are recorded effectively in pupil profiles. Children speak positively about their achievements and feel proud that staff value their successes.

■ A majority of children attend a range of well-planned clubs led by staff, parents and partners, including sport, performing arts and scripture union. They develop communication and interpersonal skills well. A few children represent their school successfully at local events and competitions. They demonstrate strong teamwork skills and resilience. Staff are at the early stages of tracking children's participation in achievements. They should continue to gather data and use this to target children not participating in achievements. This will ensure all have opportunities for success. Staff are beginning to make reference to meta-skills in order to support children to discuss their skills development. This is at an early stage and children need further support to discuss their skills in a meaningful way.

Equity for all learners

■ Staff understand the social and economic demographic of the school community well. They are committed to supporting children and families impacted by poverty. The headteacher monitors the cost of the school day closely. She and staff signpost families to support available, including from local charities and the Parent Council, discreetly and sensitively.

■ Senior leaders now need to develop further their understanding of the school's poverty related attainment gap. They should extend their use of data in order to identify and demonstrate how they are accelerating the progress of children impacted by socio-economic disadvantage. Senior leaders currently use PEF to provide additional staffing to support targeted interventions. This has resulted in increased attainment for identified children in writing.

■ Senior leaders have appropriate systems in place for monitoring the attendance of children across the school. Senior leaders should review data more regularly in order to identify and address patterns and trends in attendance. The headteacher identifies the need to improve the attendance of a few children. Senior leaders work with partner agencies to offer targeted support to children and families with low attendance. Staff need to develop a clearer understanding of the barriers to a few children attending school regularly. Staff should set ambitious targets for individual children, cohorts and the whole school to demonstrate improvements in attendance. Senior leaders also need to review their use of part-time timetables for a few children, ensuring an ongoing focus on returning the child to full-time education as soon as possible.

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.