Summarised inspection findings

Royal Mile Primary School

The City of Edinburgh Council

19 August 2025

Key contextual information

Royal Mile Primary School is a non-denominational primary school situated on the Royal Mile in the historic heart of Edinburgh City old town. It is a member of the James Gillespie's High School Learning Community.

The school roll is currently 115 children organised across seven classes. The headteacher was appointed in August 2024. She is supported by a principal teacher in leading the school.

In February 2024, a minority of P6–P7 children were registered for free school meals. The majority of children live in quintile two of the Scottish Index of Multiple Deprivation. A minority of children live in quintile three and a few live in quintiles one, four and five. Fifty-eight percent of children have English as an additional language.

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 rightly recognised the importance of reviewing the school's vision, values and aims to ensure that they fully reflect the current context of the school and the aspirations of the whole school community. She consulted effectively with all stakeholders to create the school vision and values of 'We SMILE at Royal Mile because we are: successful, multicultural, included, loved and empowered.' The headteacher is working hard to ensure that the new values underpin the work of the school. These values are at the early stages of becoming embedded within the life of the school. Most staff and a minority of children demonstrate these values effectively in their interactions. The headteacher now needs to work with staff and children to ensure the vision and values are understood and demonstrated by all. This should include ensuring all staff have consistently high expectations for children in relation to learning and behaviour.

■ The headteacher has developed positive relationships with children, staff, parents and school partners. She provides strong, effective leadership underpinned by her encouraging and calm approach. The principal teacher supports the headteacher very well. Together, they have an aspirational vision for the school. They are creating a collaborative and supportive culture across the school. This is encouraging all staff to be reflective in their practice to improve outcomes for children.

■ The headteacher has extended and enhanced approaches to self-evaluation, including stakeholder engagement activities. She recognises the challenges faced by a minority of parents to engage fully with the school. She has been creative in designing ways to engage with parents to discuss improvement priorities. She seeks parents views about the work of the school when they visit the school to attend children's showcase events. This is supporting her well to gather and act upon the views of parents and carers. For example, she listened effectively to parents requests to create the 'Harmony Room' to allow children to pray during

Ramadan. This joint working with parents supports staff well in promoting equity, inclusion and belonging across the whole school community. The headteacher should develop further approaches to involve all stakeholders in evaluating the work of the school and agreeing future priorities for improvement.

■ The headteacher has created an appropriate quality assurance calendar which outlines activities to monitor the effectiveness of the work of the school. She implements these activities systematically across the year. Quality assurance activities include classroom observations, reviewing children's work and talking to groups of learners. The headteacher provides clear, written feedback to class teachers. This highlights what is working well and areas for staff to develop further, at an individual level and as a whole school. In addition, the headteacher holds helpful termly discussions with teachers regarding children's attainment, progress and achievements. Staff review the impact of the school's work using 'How good is our school? 4th Edition'. The headteacher and staff now need to use the information gathered more effectively to identify better key areas for improvement. Moving forward, they should refocus improvement priorities to have a clear emphasis on improving relationships, behaviour and children's engagement in learning. This should support them further to deliver their current priority to develop consistent high-quality learning and teaching across the school.

■ The headteacher supports teachers well to engage meaningfully with annual professional reviews. She responds positively to teachers' professional interests and supports them to undertake development priorities linked to these areas. The headteacher ensures that professional reviews and staff development plans are linked to school improvement priorities. Teachers use these plans to support the development of their capacities in line with General Teaching Council for Scotland standards. For example, a minority of teachers are leading colleagues in developing new approaches to digital literacy. This is beginning to support the effective use of digital literacy across the school to enhance children's learning. As a next step, the headteacher should now support staff to measure further the effectiveness of professional learning and the subsequent impact on their practice and outcomes for children.

■ Children across the school benefit from a range of leadership opportunities. Representatives at all stages are members of the sustainability group, the equity group or the rights respecting schools' group. A few children in P6 and P7 have the opportunity to become a house captain or vice-captain. Children are beginning to talk positively about the contribution they make to the life of the school through participating in these groups. They are starting to discuss the skills that they are developing through these opportunities. The headteacher and staff should now ensure all children understand how these opportunities support them to develop their skills for learning, life and work.

■ All staff work well together as a team. They have a strong understanding of the school's socio-economic context. They know children, their needs and their backgrounds well. The headteacher and staff allocated Pupil Equity Fund (PEF) to provide support for children with gaps in their learning across the school. They should now target more closely this funding to help close gaps in children's attainment resulting from economic disadvantage. In doing so, staff should involve parents and children more fully in determining how PEF is used to help address the poverty related attainment gap.

2.3 Learning, teaching and assessment	weak

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

■ Children benefit from positive and caring relationships with staff across the school. Most children are respectful and polite towards visitors. Children have created classroom charters linked to children's rights in almost all classes. Staff need to reference these charters more regularly to help children to make connections between their daily interactions, behaviour and their rights. The headteacher recently created house groups to support a sense of belonging for all children and encourage children to reflect on the school values. Staff should now develop further the use of house groups and points to encourage children to demonstrate positive behaviour linked to the school values.

■ A majority of children participate well in learning and complete tasks independently, in pairs and in small groups successfully. In almost all lessons, a minority of children become disengaged and display low level disruptive behaviours. As a result, children's learning is interrupted. The pace of their learning is adversely affected. Teachers need to ensure that all tasks and activities are purposeful and engage all children. The headteacher needs to work with staff to develop and agree clear standards and expectations relating to children's behaviour and engagement in learning. She should ensure that high standards and expectations are applied consistently by staff across all classes. This should support all children to understand how they should behave and engage better during lessons.

■ Teachers have developed a teaching framework to help provide a consistent approach to high-quality learning and teaching across the school. This is at the early stages of being embedded across all classes. In most lessons, teachers refer well to prior learning to support children to make links. Most teachers use predominantly closed questioning techniques to establish children's knowledge. Teachers should now develop further their questioning skills. They should use a wider range of questioning techniques effectively to deepen children's thinking skills. In most lessons, teachers effectively share the purpose of learning activities and how children will know if they have been successful. In a few lessons, children co-create statements to measure their success. The quality and relevance of these statements is variable. Teachers guidance on creating these statements is not always clear enough for children to understand fully what is expected of them. As a result, children often have difficulty identifying if they have been successful in their learning.

■ Most teachers provide verbal feedback, and a majority provide written feedback to children about their work. This feedback is not always of a consistent standard to help children know what they have done well or how to improve. Staff should develop their use of high-quality feedback which helps children to make better progress in their learning.

■ In the majority of lessons, teachers provide time during or at the end of lessons for children to reflect on their learning. In the majority of classes, teachers support children effectively to

self- and peer-assess learning to review what they have done well. They would benefit from developing this further to ensure consistency across all classes. Teachers should give children more opportunities to identify their strengths and next steps and set targets for their own learning.

■ Teachers set work at the correct level of difficulty for most children. They use progressive learning grids that allow children to independently choose the level of challenge in activities. At all stages, a minority of children would benefit from further challenge in their learning. Teachers need to plan more consistently learning that provides appropriate support and challenge to match better to children's needs and abilities. In the majority of lessons, teachers need to increase the pace of learning to ensure children remain engaged and motivated.

■ In almost all classes, teachers are developing their use of digital technology well to support children's learning. Most teachers use digital whiteboards successfully to support whole class lessons. Children have access to tablets which they use to access a variety of online applications and resources to extend and consolidate their learning. A few children utilise digital tools which help them to access the curriculum independently. Staff are in the process of developing a framework to support their planning of digital skills and technologies consistently. This has the potential to help all children to access digital devices more regularly and build on previously learned digital skills.

■ Teachers are at the early stages of implementing a play-based approach to learning at the early level. The headteacher and teachers should now engage further with national practice guidance and professional learning to inform their practice. Staff have adapted learning environments to provide mainly adult-initiated opportunities for learning through play. Teachers should now provide more open ended, child-initiated activities to extend children's thinking and learning in their play. In addition, they should ensure that all play opportunities allow children to deepen and enrich their learning. As teachers develop play approaches further, they should use their observations more closely to inform planning.

■ The headteacher has developed a useful annual assessment calendar. This identifies key national and summative assessment activity, including timescales for completion of these. Almost all teachers use a range of summative and formative assessment to measure children's progress in literacy and numeracy. They assess children's wellbeing twice a year using a child-friendly tool. As a next step, the headteacher should continue to support teachers' confidence in analysing assessment data. Teachers should strengthen their ability to identify gaps in children's learning and plan effective interventions. Teachers need to ensure that assessment approaches become an integral feature of all planned learning. In doing so, they should use national Benchmarks more effectively to measure children's progress. This should support teachers to plan learning across the curriculum to meet children's learning needs and abilities more consistently.

■ Teachers recently reviewed approaches to planning which includes grouping a Curriculum for Excellence (CFE) experiences and outcomes across a few areas of the curriculum. They link learning well to children's local context and take into account children's interests and motivations.

■ Teachers discuss and moderate children's attainment informally within school. Senior leaders acknowledge that teachers' professional judgements relating to attainment were not accurate or robust in previous years. They have rightly identified the need to arrange moderation activities with other schools across the learning community and beyond. This should support teachers' to have a clearer understanding of gathering robust and reliable assessment evidence and support them to demonstrate children's achievement of, and progress towards a

CfE level. This should also increase further teachers' confidence and reliability when making judgements against national standards and improve outcomes for children.

■ The headteacher uses a recently introduced local authority tracking system to monitor children's progress and attainment in literacy and numeracy. She meets with teachers termly to discuss all children's progress, including those with additional support needs. The headteacher works well with staff to identify children who require additional support in learning and provide appropriate literacy and wellbeing interventions. The headteacher and teachers should evaluate the impact of interventions more closely to determine their effectiveness in closing gaps in learning. Where necessary, they should adapt or change interventions to meet better children's needs.

2.2 Curriculum: Learning pathways

■ Teachers use progression pathways to plan learning for literacy, numeracy and health and wellbeing. They use these effectively to support children to build on their prior learning. Teachers use CfE experiences and outcomes to plan for other areas of the curriculum. They should now develop progression pathways for all areas of the curriculum. This should help ensure that children learn progressively across the whole curriculum.

■ Teachers plan Religious and Moral Education both discretely and through learning across a few areas of the curriculum. Children learn about Christianity and world faiths. This is supporting them well to develop their understanding of religious diversity across the world.

■ Children welcome opportunities to learn outdoors. Teachers regularly use the school grounds and organise trips within the local area to enhance the curriculum. P7 attend a residential camp annually. This supports children to develop their resilience and teamworking skills. Teachers work well with partners to deliver outdoor learning experiences such as the gardening club. They should now work alongside partners to develop an outdoor learning curriculum which ensures children build on their existing skills and prior learning progressively.

■ All children have access to two hours of high-quality physical education every week. Most children recognise that the school provides them opportunities to exercise and teaches them to be healthy.

■ Children across the school learn Spanish progressively in line with the Scottish Government's 1+2 modern language guidance. Children in P5–P7 also learn German in line with this guidance. Children in P7 participate in weekly Mandarin lessons provided by a specialist teacher for a block of learning each year.

■ Children have access to a range of reading materials and books in class libraries. This is supporting them well to develop their enjoyment of reading.

2.7 Partnerships: Impact on learners – parental engagement

■ All parents are welcome in school, and many engage regularly with the headteacher to discuss any issues arising. Most parents feel comfortable in approaching the school should they have any concerns. Staff work well to develop positive relationships with parents. They value the diverse cultures that make up the school community. Senior leaders and children work with parents to plan activities that the whole school community can enjoy. For example, they recently planned an event to celebrate Eid. Families feel valued as a result of this effective work.

■ Most parents feel they receive helpful, regular feedback about their child's learning. Staff share with parents the programme of planned parental engagement opportunities for the session. This includes social activities, curriculum information events and sharing information about their child's attainment. This helps parents well to support their child with their learning at home. A minority of parents would like information on how their child's progress is assessed. As planned, the headteacher should create further opportunities for parents and children to learn together.

■ Most parents report they are kept informed about the work of the Parent Council and the majority feel encouraged to be involved in this work. The headteacher shares information with the Parent Council about school improvement priorities and PEF funding. Staff welcome the support of the Parent Council who fundraise and advocate for the school. Additional funds raised by the Parent Council help staff well to provide children with different experiences. The headteacher should now consider ways in which more parents can contribute to the school's self-evaluation processes and support school improvement.

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	weak

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

- Across the school there is a strong focus on developing and sustaining positive and supportive relationships. The majority of children throughout the school are friendly, articulate and well-mannered. They say the school helps them to become confident and that they enjoy learning.

- Senior leaders commit considerable time each week to supporting the wellbeing of children and their families. Most children feel safe in school. However, the behaviour of a minority of children impacts negatively on learning and teaching across the school. Lessons are interrupted, and a few children demonstrate risky and violent behaviour. Staff and children report a growing anxiety around these behaviours. Staff also report that they find it difficult to manage effectively learning and teaching in this context. Senior leaders often help children become calm and more ready for learning. Support staff provide intensive or responsive support to children experiencing distressed behaviour. As a result, quality learning time is often lost impacting negatively on children's outcomes. The local authority need to support the headteacher and staff to develop at pace a whole school strategy to promoting positive behaviour.

- A minority of children feel that they are treated with respect by their peers. Just under half of children and a minority of parents disagree that the school deals well with bullying. They report that often bullying behaviour is of a racist nature. Staff have recently reviewed the school's anti-bullying and positive relationships policies. The headteacher needs to improve approaches to tackling bullying. She should work further with children and families to ensure a shared understanding of the proactive and reactive measures staff undertake to respond to incidents of bullying and inappropriate behaviour.

- Staff monitor children's wellbeing regularly. They use this information well to respond to individual children's needs as they arise. Children assess their own health and wellbeing using the wellbeing indicators twice a year. The headteacher is beginning to track children's progress in health and wellbeing to determine patterns or themes. She should now use this information to target support and evaluate whole school approaches and targeted interventions more effectively.

- Children's understanding of their rights, and the need to respect the rights of others, has been enhanced through a whole school focus on United Nations Charter for the Rights of the Child (UNCRC). Children are proud of being accredited for their work on understanding their rights. All children have contributed to the development of class charters to promote inclusion and respect. A more consistent approach is needed to ensure all children fully understand their needs and rights under the UNCRC. Staff need to continue to encourage children to see how rights affect their interactions with others and the importance of treating others with respect.

- The majority of children feel that staff teach them to have a healthy lifestyle. During health and wellbeing lessons, children consider aspects of healthy lifestyles and making choices. Children benefit from being active through a range of physical activities provided by school staff and partners. As a result, they are developing their gross motor skills, building resilience and working well as part of a team.

- The headteacher and staff understand well their statutory duties. All staff complete mandatory local authority courses which ensure that they are aware of their responsibilities. Teachers have a firm understanding of the range of children's needs within classes. The headteacher has developed systems to help ensure staff understand children's strengths and areas to develop, including strategies that may support learning. Where appropriate, the headteacher works effectively with partners to support children in aspects of their learning and wellbeing. For example, identified children engage with counsellors and youth workers. This is supporting those children's ability to manage their anxiety and emotions better. Senior leaders now need to ensure that child's plans include specific targets to support children's learning and wellbeing development. They should make certain that children's individual targets are appropriate and include clear measures of success. Where appropriate, senior leaders and staff should develop risk assessments to help ensure that children who engage in risky or violent behaviour are kept safe. Senior leaders should review these plans and risk assessments regularly with parents and partners to help monitor their effectiveness. Staff need to evidence more clearly children's progress in relation to their targets and determine if interventions are leading to improved outcomes for children.

- Staff implement well-established transition programmes which support children well as they move into P1 and from P7 on to high school. Children engage in school activities when in nursery which helps them to transition successfully to school. For example, nursery children participate in whole school celebrations and events. They access the school building regularly as part of their learning. The headteacher and staff link well with the learning community high school to support children as they move from P7 to S1. Children have useful opportunities to visit the high school for a range of events including transition days with their future peers. This helps to build children's confidence when transitioning to high school. Where appropriate, staff offer children the opportunity of an individualised enhanced transition programme. For example, targeted children are offered additional visits to the high school and an opportunity to meet their future peers from other schools online.

- The school community benefits from families from a wide range of diverse cultures with 39 different home languages being spoken. Senior leaders and staff take every opportunity to promote and celebrate a sense of inclusion and belonging. For example, they celebrate Book Week by reading to children in their home language. They also organised an Eid celebration for children and families to share with the whole school community. Children are beginning to understand that all children are unique, special and equal, and may need varying amounts of support in order to succeed. Staff should ensure children have increased opportunities to understand, promote and celebrate all aspects of diversity. In doing so, they should help children to develop further their skills and understanding to tackle discrimination and intolerance.

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, most children's attainment in literacy and English and numeracy and mathematics is good. Most children with additional support needs are making good progress towards their individual targets.

Attainment in literacy and English
- ■ Overall, most children make good progress in literacy and English. The majority of children in P7 make good progress.

Listening and talking
- ■ At early level, most children listen very well to their teacher and peers. A few children require support to negotiate taking turns during group activities. At first level, the majority of children take turns and contribute relevant information and ideas during group discussions. A few children require support to share views during group tasks. At second level, most children express views effectively. Across the school, a minority of children require support to listen respectfully to the opinions of others.

Reading
- ■ At early level, most children recognise, say and write individual and blended sounds. They use pictorial clues to retell familiar stories and predict accurately what might happen next. At first level, most children read aloud with expression and fluency. They share their favourite author and reasons for their preference confidently. They know the difference between fiction and non-fiction texts. The majority of children are developing confidence in using appropriate comprehension strategies to identify techniques used by authors to engage the reader. At second level, most children explain their preference for texts. They discuss the main ideas within a text with detail and answer a range of higher order questions. A minority of children require further opportunities to develop their skills in answering inferential and evaluative questions.

Writing
- ■ Most children at early level are learning to form letters correctly. They need further support in using capital letters and full stops accurately. They are beginning to apply their knowledge of sounds to spell words. Most children at first level demonstrate increasing understanding of sentence construction and link ideas in sentences. At second level, most children make effective use of vocabulary choice to engage the reader. They are beginning to use a range of language techniques effectively, for example onomatopoeia and personification. At first and second levels, children need to continue to develop spelling strategies to support them when spelling unfamiliar words.

Attainment in numeracy and mathematics

■ Overall, most children make good progress in numeracy and mathematics. The majority of children in P7 make good progress.

Number, money and measure

■ At early level, most children count to 20 with one-to-one correspondence. They know the number before and after within 20. They calculate doubles within 10 correctly. They are not confident adding and subtracting numbers within 10. At first level, most children have a firm understanding of place value to 1000. They are not secure adding and subtracting two and three-digit numbers. Children at first level lack understanding of division and multiplication calculations and word problems. At second level, most children have a firm understanding of addition and subtraction using numbers up to 10,000 and beyond. They understand place value well including decimal numbers. They lack confidence calculating durations using analogue and digital times.

Shape, position and movement

■ At early level, most children identify one line of symmetry in a picture and draw shapes with one line of symmetry. They name familiar two-dimensional (2D) shapes. They are less confident recognising and naming three-dimensional objects. At first level, most children confidently answer questions about direction and compass points. They accurately name properties of simple 2D shapes. Children lack understanding of angles in shapes. At second level, most children identify a range of angles well and calculate a missing angle in a straight line. They are not confident with the properties of circles, including circumference, radius and diameter.

Information handling

■ At early level, most children answer simple questions accurately about bar charts. They are less confident in collecting and organising data and contributing to pictorial displays to share data. At first level, most children use likely/unlikely, certain and impossible to describe the likelihood of something happening. They work confidently with Venn diagrams to sort information linked to agreed criteria. At first level, children are not confident in gathering information, sorting data and creating graphs and charts in relevant contexts. At second level, most children understand how to gather, sort and display information. They would benefit from opportunities to apply this knowledge in practical information handling tasks, including using digital technology.

Attainment over time

■ Over time, children's attendance is consistently below the national average. Currently, children's attendance across the school is 84.9%. Across all stages, 38.1% of children have an absence of 10% or more. Persistent absence levels are mostly because of children's anxiety or adverse family circumstances. The headteacher and staff track closely the absence and lateness of individual children to identify patterns. They understand the reasons behind children's individual absences. They now need to develop more robust planning to support families to improve attendance rates for all children. In doing so, they should continue to work with partners to support families to understand the importance of good attendance on children's attainment and achievement. They should review approaches to supporting individual children's attendance and ensure that all interventions are effective. The headteacher should also review more effectively the use of part-time timetables for a few children. She needs to ensure that effective supports are put in place to enable these children to experience their right to full-time education as soon as possible.

■ The headteacher and teachers gather a range of attainment data for individual children over time. They use this data to analyse the attainment of individual children and specific primary

stages. Senior leaders recognise that, in previous years, teacher's professional judgements relating to children's attainment were not robust. They recognise that previous attainment was lower than actually reported. As a result, senior leaders are currently unable to evidence children's attainment over time effectively. The headteacher is at the early stages of developing robust approaches to analyse data for individuals, groups and cohorts over time. This improved analysis should support her to identify trends and to measure the impact of school improvement initiatives on attainment more effectively.

Overall quality of learners' achievements

■ All children are part of a range of leadership groups that focus on improving aspects of school life. Leadership groups include pupil voice, sustainability, equalities, sports leaders, house captains and vice captains. These groups help children to be involved in improving their school and to become responsible citizens. For example, the pupil voice group help organise whole school curriculum and cultural events that benefit all children. Staff should support children to understand the leadership and teamwork skills they are developing as a result of contributing to these groups.

■ Staff value and celebrate children's achievements both in and out of school with certificates, at assemblies and on wall displays. Children demonstrate skills and knowledge in a wide range of activities. These include skills in guitar, singing, football and storytelling.

■ Staff have recently started to track children's participation in wider achievements to ensure equity of opportunity. This ensures children who are at risk of missing out can be supported to take part in activities. As a next step, staff should now support children to understand and articulate the skills they develop through their participation. This should support them to develop further their skills for learning, life and work.

Equity for all learners

■ Staff know children and their families well. They understand well the socio-economic context of the school. The headteacher uses PEF to provide additional staffing and resources to raise attainment and improve outcomes for children. For example, additional staffing is used to support families to improve children's attendance and emotional wellbeing. She uses PEF to engage partners to support a few children to engage in wider opportunities, for example, the gardening club. This is supporting a few children to attend school more regularly. The headteacher needs to strengthen approaches to identify children who have barriers to learning as a result of social disadvantage. She should target these funds more closely to children who experience barriers to learning as a result of their socio-economic circumstances.

■ Senior leaders work closely with the Parent Council to identify ways to reduce the cost of the school day. Parents access advice and support to reduce the cost of the school day through an easy access digital code. For example, parents can order preowned uniforms or request access to foodbank support. This confidential approach is ensuring that any potential stigma is reduced. The Parent Council supports the school by subsidising school trips. This supports staff well to ensure that no child misses out due to financial barriers.

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.

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