

Summarised inspection findings

Stoneyburn Primary School

West Lothian Council

1 April 2025

Key contextual information

Stoneyburn Primary School and Nursery Class is a non-denominational school located in the village of Stoneyburn, West Lothian. The current school roll is 75 children, organised across five classes.

The headteacher undertakes a shared headship and has responsibility for another local primary school in addition to Stoneyburn Primary School. The headteacher is supported by two part-time principal teachers.

In the September 2023 pupil census, 20% of P6-P7 pupils were registered for free school meals. At the same period, 31% of children were reported with additional support needs. At the time of the inspection, 34% children live in Scottish Index of Multiple Deprivation (SIMD) data zones 1 and 2. 63% of children live in SIMD data zone 5 and 6.

1.3 Leadership of change

good

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

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

- All staff are very effective in meeting the expectations of the school's aims that include children learning together, engaging, being creative, celebrating successes and achieving their aspirations. They work very well with almost all children to develop their ambition to succeed in learning. Staff ensure they model high levels of respectful and nurturing relationships with all children. Almost all children apply the school values of kindness, fairness, perseverance, honesty, encouraging and communicating very well in their day-to-day interactions. They demonstrate positive behaviours during activities. This enables them to contribute to a positive learning environment and experience success across the school day.
- Teachers and children have worked very well in partnership to create class charters that are meaningful to their class context. Children describe accurately how their class charter helps them deepen their understanding of the school values and how they can achieve these. Senior leaders, in partnership with children, should continue to review and refresh the school's vision and aims so that they remain relevant to the school community.
- Senior leaders work well with teachers to develop a relevant school improvement plan (SIP). They use data increasingly well to inform improvement areas to ensure that there is a clear rationale for improvement. They ensure that the SIP has a clear focus on raising attainment, improving the quality of children's learning experiences and maintains a focus on children's wellbeing. Alongside senior leaders, all teachers take on responsibility for meeting the outcomes of the SIP frequently across the school year. They are effective in adapting and improving their classroom practice which underpins their capacity to support continuous improvement. Parent council members are aware of headteacher's planning for the use of pupil equity funding (PEF). The headteacher provides helpful updates regularly to the parent council on the impact PEF spending is having on children's progress in targeted areas of literacy and

numeracy. She shares with the parent council that children have increased their participation in clubs and outings as a result of addressing the cost of the school day. Additionally, the head teacher shares how impact of spending has increased overall attendance in the school.

- Senior leaders have designed a manageable quality improvement planning tool. This helps them coordinate effectively the activities which supports their identification of strengths and improvement areas. For example, senior leaders review attainment data, undertake observations of learning, moderate children's work and review children's own responses about their wellbeing. They use this evidence well to inform and shape individual and group professional discussions with teachers. Senior leaders should continue, as planned, to build upon these discussions to help teachers provide consistently high-quality educational experiences for all children.
- All teachers have engaged enthusiastically with professional learning in improving teaching approaches. This is having a positive impact upon children's learning experiences and attainment, particularly in reading, writing and listening and talking. Teachers seek out relevant individual professional learning opportunities to develop their approaches to teaching. They are effective in initiating small changes that improve children's learning experiences in their individual classes. This is not yet having a strategic impact across the school. Senior leaders should now work with teachers to formalise ways to help them share the impact and outcome of their learning and increase the impact across the school.
- All children contribute to leadership groups that link well with school improvement planning. Children within each leadership group develop relevant and purposeful action plans that link to learning taking place across the school. For example, children in the language ambassador leadership group ensure that every classroom has a modern languages display that includes the words of the week. They create signage for common areas within the school to promote the use of other languages by all staff and children. Children across all leadership groups are effective in considering and planning ways of how they will monitor the success of their group. They share this with staff and children across the school to build up a collective understanding of their work.
- Senior leaders have a robust understanding of the needs of children and the local context. Their understanding is underpinned by assessment information and their use of relevant data. They work very well with teachers to identify and agree which interventions should be developed and implemented strategically across the school. Senior leaders and teachers ensure children who require additional support with their learning or wellbeing, receive timeous and effective support. This is helping most children to overcome identified barriers to learning and reduce attainment gaps over time.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, almost all staff work well to create a positive and welcoming ethos which is underpinned by a strong focus on children's rights. They ensure that children's rights are displayed prominently across the whole school. All teachers ensure they share with children the links lessons have with United Nations Convention on the Rights of the Child (UNCRC) Articles. Interactions between staff and children demonstrate a very high level of mutual respect. As a result, children are polite and friendly and show positive regard to each other. Almost all children are enthusiastic, eager to learn and settle quickly to their learning activities. Children work well together in pairs, groups and as individuals in most activities. Almost all children display consistent and high standards of positive behaviour. This helps them engage very well in the learning activities provided.
- All school staff create a very positive learning environment. They have very well organised classrooms and learning spaces. They display very helpful learning strategies on wall displays that support children to be increasingly independent in their learning. Staff select appropriate resources for activities to provide concrete materials to further enhance children's learning. A majority of teachers use outdoors spaces effectively to enhance learning activities for children. Teachers across the school should now ensure consistency in how the outdoors is used for learning to ensure that children have high-quality experiences.
- All teachers work well together to develop a shared approach to learning, teaching and assessment. In all lessons, teachers provide clear instructions and explanations. In all classes, teachers ensure consistently that they connect activities to skills for learning, life and work with children. Children in upper primary stages are now beginning to show more independence when identifying the skills for learning, life and work within their learning. Most teachers use success criteria very well to support children in identifying their success in learning and any next steps. The majority of teachers co-create these with children very well. Teachers should now develop consistency across the school to support children cocreate success criteria and skills.
- All teachers use interactive boards and other display technology effectively to introduce learning and further motivate learners. For example, they enable children to use digital tablets well to record their reading and present this to other children who listen to their story. All children in upper stages use online digital applications effectively to create presentations, publish writing and research relevant topics. The majority of children use artificial intelligence with increasing confidence to provide stimulating pictures for their imaginative writing. A few who require additional support when learning use assistive technology very effectively to support their writing. They describe with confidence how this technology works and how it is helping them overcome specific literacy difficulties.

- Teachers in the early stages are beginning to use learning through play increasingly well in order to help children apply their learning. They engage with professional learning opportunities and refer to national practice guidance. This is helping teachers in the early stages to create attractive learning environments to promote learning through play better. Almost all children engage enthusiastically in play spaces. Teachers should now ensure that all play experiences provide motivating learning provocations and appropriate challenge for all children.
- Senior leaders have developed a useful school assessment and moderation strategy along with their Learning and Teaching Toolkit. This supports all teachers to apply agreed practice in teaching and assessment consistently. All teachers incorporate assessment effectively at the planning stages. They use summative assessments, including national standardised assessments well to help evaluate children's learning. All teachers use a range of formative assessment strategies to help children show their understanding and confidence in a task. Most teachers use these strategies well during learning to help children evaluate their learning at regular intervals.
- Teaching staff engage well in moderation activities at school and at cluster level, predominantly in literacy and numeracy. This leads to increased teacher confidence and accurate levels of teacher professional judgement across all stages for these curriculum areas. All teachers track children's progress in literacy, numeracy and health and wellbeing well and measure this accurately against National Benchmarks. They are not yet tracking fully children's progress for all other curriculum areas. Senior leaders should now, as planned, work with teachers to broaden the range of curriculum areas subject to moderation and develop their use of National Benchmarks for all other curriculum areas. This will help them check whether children are making the expected progress towards achievement of a level for every curriculum area when assessing and moderating children's coursework.
- Senior leaders and teachers have an established a purposeful quality assurance calendar that includes classroom observations and assessment and tracking meetings. They hold termly tracking meetings with teachers and identify accurately children who would benefit from more support with their learning. Senior leaders provide appropriate challenge and support to teachers using the evidence teachers present. This ensures teachers make their professional judgements using increasingly robust evidence and information. Senior leaders, teachers and support staff plan targeted interventions well to raise attainment for these identified children. Support staff who deliver interventions feedback to teachers on a weekly basis. This helps teachers review the effectiveness of interventions and ensure children make progress in learning.

2.2 Curriculum: Learning pathways

- Senior leaders and staff have developed a relevant curriculum rational that reflects well the school's individual context. Staff plan effectively in all curriculum areas to ensure almost all learners receive their full entitlement to a broad general education (BGE). They ensure children experience progressive learning pathways across all curriculum areas.
- Teachers embed very well skills for learning, life and work in all curriculum areas and lessons. Most teachers refer to these skills to encourage children to reflect on the relevance and purpose of what they are learning. They do this particularly well for how children will use their skills in everyday activities and with regards to future employment. Teachers should continue to support children develop further their independence in self-evaluating their progress against skills for learning, life and work.
- Staff are at the early stages of developing an outdoor learning policy progression framework for this aspect of children's experiences. Senior leaders and staff audited outdoor learning resources which has led to improved motivating outdoor resources for children. Most staff are becoming increasingly effective in using the outdoors to enhance children's learning activities. For example, staff ran a whole school 'Make a Potion Day' where all children had the opportunity to explore the outdoor areas and create their own potion for Halloween. They should continue with this positive start to using the outdoors. In doing so, staff should work collegiately to share effective practice and develop consistent and high-quality outdoor learning opportunities for children across the school.
- Teachers plan progressive physical education programmes that are leading to high-quality learning experiences for all children. However, not all children across the school are receiving the national minimum expectations of two hours physical education each week. Senior leaders and teachers should now ensure that all children receive two hours of physical education each week.
- Children across all stages learn French, with teachers introducing children to Spanish from P5 onwards. Children learn about language and culture as a part of a well-planned progressive pathway in modern languages.
- Teachers work very well with children to develop 'consultative planners' for interdisciplinary learning and science, technology, engineering and mathematics (STEM) subjects. Pupil voice influences this planning and creates the opportunity for cross-curricular links across a range of curriculum areas.
- Children receive their entitlement to religious education and religious observance. Across the school, children experience a progressive learning pathway in religious education. This is supporting children in developing their knowledge and understanding of Christianity and world religions alongside their own beliefs and values.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have developed very positive relationships with parent/carers. Almost all parents/carers agree that their child likes being in school, is treated with respect and known as an individual. Senior leaders and staff are very approachable and open to receiving feedback from parents/carers. Parents/carers are aware that the parent council arrange activities for them and their child to take part in.
- Staff ensure parents/carers receive relevant information about children's learning in school. They use a range of inclusive ways including digital platforms, termly class newsletters in addition to formal reports and consultation meetings. Parents/carers are aware of the progress that their child is making in their learning. Senior leaders include parents/carers when planning and reviewing individualised education programmes. This helps parents/carers understand the support their child receives and the progress they make in achieving improved outcomes.
- Staff have developed an informative family engagement calendar that details events that parents/carers can join each term. Parents benefit from reminders and advance notice of events and activities planned by the school. This session, staff and children have invited parents/carers to join monthly coffee and chat sessions, P1 stay and play and curricular workshops. Parents value the opportunities to come to the school and join in activities and events. This is helping them develop an improved understanding of the work of the school and what their child is learning.

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 that need to be addressed as a matter for urgency.

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

- Almost all children self-report that they are positive about their inclusion in school. Senior leaders and staff are very effective in removing barriers to children's learning. Children have developed a strong sense of being safe in school. They are valued and respected by all staff. Almost all children understand their rights fully, appropriate to their stage. In all class activities, children have a constant focus on working with teachers to link their rights to their learning. They know their rights are upheld when engaging in everyday interactions or when approaching a member of staff.
- Children have been successful in achieving an award for their rights respecting work. They continue to embed very well the UNCRC in every aspect of the work and life of the school. For example, children use digital platforms well to inform adults in the school about changes that they feel would improve their overall educational experience. Staff use the information provided by children to help develop and deliver improvement and action plans. As a result, children know that their views are treated with the highest regard and that they can influence meaningful change in the school.
- Children in the Health and Wellbeing Mini Champs Action Group are highly effective in achieving their intended outcomes within their wellbeing action plan. This academic session, they have been successful in improving opportunities for children to find friends at playtime and in increasing opportunities to participate sports. Children in the group have made a very positive start to reduce the stigma surrounding mental health, improving overall school attendance rates and in organising a health week. Children should continue to be supported by staff to achieve their aspirational plans for the remainder of this academic session.
- All children self-assess their emotional wellbeing daily. In doing so, they use age-appropriate resources effectively to allow them to communicate clearly their emotions. All children in P1, P2 and P3 connect accurately how they are feeling with the emotions displayed by the characters in an emotions story. Children in upper stages develop and improve their independence gradually in sharing wellbeing information as they progress through stages of school. They use a digital platform well to record appropriately how they are feeling. Across the school, staff use children's responses to emotional check-ins to offer timeous support if a concern is shared. Children know the information they share with adults will be treated with care and sensitivity. All children identify with a trusted adult with whom they have developed a secure relationship with. They are confident in approaching their trusted adult for support at appropriate times.
- Children in upper stages develop supportive relationships with younger children very well. As a result, younger children feel very comfortable in the company of older children. Staff provide children in upper stages with meaningful opportunities to engage younger children in leadership activities, literacy and numeracy activities and other learning experiences. Senior

leaders and staff ensure that building positive relationships across the school is at the forefront of all conversations and interactions. Senior leaders and staff include bullying awareness in curriculum activities and individual discussions, where appropriate. As a result, almost all children agree that bullying is not a feature of the school. They feel that the staff are effective in dealing with any instances of bullying where it does arise. Almost all children understand what bullying is, how to report it and find ways to support other children who may be being bullied.

- All children benefit from a staff team that have a robust understanding of nurturing approaches. Staff have developed very well their understanding and application of restorative and trauma-informed practices. When children present as distressed, they seek support from adults to help them settle quickly and return to learning. Staff prioritise the dignity and worth of all children. This is helping all children maintain high standards of behaviour in school and regulate their emotions very well. Senior leaders create conditions for all support staff to access relevant professional learning in sensory and communication skills. For children who require a sensory approach during learning, this is helping them prepare to learn, improve engagement and make progress in learning.
- Senior leaders and staff are aware of all relevant statutory duties and codes of practice. This includes senior leaders working successfully with relevant partners in considering whether a child may require a coordinated support plan. Children with additional support needs have appropriate individual education programmes (IEPs) in place that are reviewed regularly by staff and parents. Almost all children's outcomes are improved as a result of having an IEP and clearly identified support.
- Children enjoy a range of activities provided by staff and partners that help them, for example, learn about first aid, increase their participation in sports and access to school clubs. Senior leaders have begun to track children's participation in activities and ensure that barriers to accessing clubs is minimised fully. Senior leaders are heavily committed to increasing the participation of children who face economic barriers, those who are care experienced and those with additional support needs. Of note, senior leaders have successfully increased successfully the participation in sporting activities for the majority of these children.
- All children engage very well with a progressive and well-designed curriculum. This is helping them develop a strong understanding of their social, emotional and physical health. Children develop well their understanding of a range of beliefs and cultures. Staff should continue to develop children's awareness and understanding of people with protected characteristics.

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

- Within the context of Stoneyburn Primary School, there are small numbers of children at each stage.
- Overall, most children's attainment in literacy and numeracy is good. A few children's attainment is very good. Almost all children identified with additional support needs (ASN) make good or better progress towards achieving their personal milestones or targets. In June 2024, most children in P7 attained expected or exceeded national levels of attainment in literacy and English and numeracy and mathematics. Almost all children in P4 attained expected or exceeded national levels of attainment in literacy and English and numeracy and mathematics. The majority of children in P1 attained expected or exceeded national levels of attainment in literacy and English and numeracy and mathematics.

Attainment in literacy and English

- Across the school, most children achieve expected levels of attainment in literacy and English. They make good progress from prior levels of attainment over time. Children attain particularly well in listening and talking with almost all achieving expected levels.

Listening and talking

- Almost all children listen well to their teachers and follow instructions. Most children at early level listen and respond appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. Most children at first level use appropriate body language when listening to others and are increasing their use of technical vocabulary well. Almost all children at second level build on the contributions of others by asking or answering questions, clarifying points or supporting others' opinions or ideas. Across all stages, a few children need to develop further their skills of turn taking and awareness of other children's views.

Reading

- All children at early level show enthusiasm for reading. The majority can explain preferences for particular texts and authors. They use knowledge of sight vocabulary to read familiar words in context. Most children at first level read a range of texts with fluency and attention to punctuation. A few children should now develop further their skills in reading with expression. Almost all children at second level read with fluency, understanding and expression using appropriate pace and tone. Almost all children identify accurately features of a fiction text, appropriate to their level. Children at early and second level are less confident in identifying features of a non-fiction text.

Writing

- The majority of children at early level plan and organise ideas well in imaginative and real-life contexts. They are developing well their spelling of familiar words. Most children at first level form most lowercase letters legibly leaving a space between words. The minority need to develop more confidence in writing independently to convey ideas, messages and information in different ways in play, imaginative and real contexts. Almost all children at second level use appropriate style and format to convey information applying key features of the chosen genre. Almost all children engage and influence the reader through vocabulary and use of language as appropriate to genre.

Numeracy and mathematics

- Overall, children make good progress from prior levels of attainment over time. Most children achieve expected levels of attainment in numeracy and mathematics across the school.

Number, money and measure

- Most children at early level are confident and use strategies correctly when estimating numbers of objects in groups. They count onwards and backwards from a given number with confidence. Children need support to show time on analogue clocks and develop their awareness of what coins are used up to £2. At first level, most children round numbers accurately and use the correct mathematical operation to solve given problems. They are confident in their identification of money and different notations, for example, when to use pence or pounds. Children at first level need to build further strategies to work out how much change they would receive when using money when making a purchase. They need to develop a greater understanding of fractions and the purpose of the numerator and denominator. Almost all children at second level have a strong understanding of number, money and measure. They apply their knowledge of money to demonstrate profit and loss and work within budgetary constraints.

Shape, position and movement

- Most children at early level understand how to compare the shapes and sizes of objects and use the language of measure for common objects. They describe with accuracy how they could measure the length and height of objects. Children now need to develop further how to accurately describe two-dimensional (2D) shapes beyond how many sides a shape has. At first level, most children can describe common properties of 2D and three-dimensional (3D) objects. They need to improve their understanding of vertices. Most children at second level use the correct mathematical language to describe objects, properties and nets that make up 3D a range of familiar 3D objects. Children should continue to build upon their knowledge of coordinates to plot accurately the location of an object on a grid.

Information handling

- At early level, most children gather and sort objects correctly based upon a given criteria. They read simple charts or graphs and count how many objects are represented. Most children at first and second level, understand different ways of gathering and displaying information with others, appropriate to their level. Children need to develop their understanding of probability and the likelihood of events taking place.

Attainment over time

- Data shows clearly that the COVID-19 pandemic had a detrimental impact on a few children's attainment. However, following the COVID-19 pandemic overall levels of attainment have improved with most children making good or better progress in meeting expected levels of attainment. A few children are now working ahead of expected levels. Senior leaders and teachers gather and use a wide range of robust data to closely track the attainment of each child in the school over time. Senior leaders and teachers make effective use of a range of

assessments to support their professional judgement about children's progress. They use this reliable and robust data effectively to identify and agree next steps for learning. Teachers use the data very well to put in place interventions at the correct time. This helps to improve the progress of individual children and groups of children who need support with their learning. This approach by teachers has had a positive impact on the overall number of children attaining expected levels and supporting a few children accelerate their progress and close the attainment gap. Senior leaders should now analyse data and information routinely for cohorts of children to identify and address any trends.

- Overall, almost all children maintain positive patterns of attendance at school. Senior leaders have robust attendance tracking data and review this frequently and regularly, including those who are impacted by socio-economic factors. They link in very well with families to support them reduce any barriers to attendance for their child. Senior leaders act quickly where individual attendance dips below 90%. No child has a recorded exclusion. Children's attendance dropped to around 93% following the pandemic. Children's overall attendance has now returned to pre-pandemic levels, sitting between 94% and 95%.

Overall quality of learners' achievements

- Children celebrate their achievements from both in school and at home through digital platforms, school displays, assemblies and the 'Stoneyburn Stars' approach. Most children relate their achievements very well to skills for learning, life and work. They align their skills with the school values accurately.
- All children contribute very well to purposeful leadership groups. They participate and show leadership very well as Language Ambassadors, Literacy Mini Champs, Numeracy and Maths Mini Champs, Health and Wellbeing Champs and through the Sports Committee. Almost all children talk proudly about their involvement in these leadership groups. Almost all improve their leadership skills, problem solving skills and cooperation skills. They take responsibility for ensuring their leadership group action plan is updated correctly and seek feedback on the impact of their group. They are successful in transferring the skills demonstrated in leadership groups to other aspects of school life. For example, children cooperate well when learning in groups during class-based activities. P6 and P7 children take on sports leadership roles and work effectively with staff to organise and facilitate the school sports day.
- All children participate very well and thoroughly in the weekly 'Masterclass' sessions organised by staff. It is not yet clear how well the masterclasses help children progressively develop their skills. Senior leaders should continue to work with staff leading each masterclass to ensure children's skills are tracked and gradually developing. This will help staff show clearly the impact that masterclasses have on improving children's skills.

Equity for all learners

- Parent council members work well with senior leaders to use fundraising to mitigate the cost of outings and other additional educational experiences. Parents/carers value this use of funds highly and know it helps all children participate in, for example, excursions without worry of costs. They ensure that all children can access preloved uniforms at any time. Senior leaders agreed with the parent body to change the colour of the school polo shirt so that this became more affordable to families as their child grows. Overall, almost all children benefit from the effective approaches in place to promote equity of success and achievement.
- Senior leaders have a clear rationale for the use of Pupil Equity Funding (PEF). They have used the additional funding provided through PEF well for staff's professional learning, additional learning resources and to increase the time available to staff to deliver interventions. This strategic approach is having a positive impact in accelerating progress of a majority of

targeted children. These children are raising their attainment well, particularly in literacy and numeracy. For example, children are improving attainment through accessing literacy interventions through individual and small group sessions. These sessions help children focus on extending their writing, increasing their sight vocabulary and understanding texts. In numeracy, targeted children develop well their use of addition, subtraction, multiplication and division. This is helping them work more independently when joining whole class learning. Senior leaders should now use the data and information gathered in relation to PEF to identify what interventions funded by PEF are having the greatest impact on children.

Practice worth sharing more widely

Children's engagement and participation in meaningful leadership groups is improving and influencing the work of the school. Children take responsibility for ensuring their school is place where they improve their wellbeing, can participate in sports, can learn modern languages, and improve their numeracy and literacy skills. Children share with confidence how their contribution to leadership groups supports school improvement and makes the school a better place for all children.

Senior leaders and staff have a strong focus on improving children's wellbeing and helping children understand their rights. This is having a positive impact on children's engagement with learning, relationships across the school and children's resilience. All children report on a daily basis about their emotional wellbeing. Senior leaders and staff monitor children's emotional wellbeing and provide very useful and timeous pastoral support. All children have a trusted adult that they can speak to when required. As a result, children feel that bullying is managed well, that they are supported effectively, that their rights are respected and that they are safe in school.

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.