

# Summarised inspection findings

**Leader Valley School**

Scottish Borders Council

20 August 2024

## Key contextual information

Leader Valley School is a local authority special school located in Scottish Borders Council. Children's placement at the school is agreed following assessment of their needs by the local authority. Children remain on the roll of their local catchment school. Almost all children spend the majority or most of their school week at Leader Valley School. All children access their local catchment school for agreed periods each week.

The headteacher leads a school leadership team which includes a depute headteacher and five principal teachers. The headteacher and depute headteacher oversee the strategic direction of the school. The school has five provisions located in Duns, Galashiels, Hawick, Earliston and Peebles. The five principal teachers are deployed to lead the operational running of each of the five provisions.

A minority of children live in SIMD areas 1 and 2. At the time of the inspection, 83 children were educated at the school. Attendance is in line with national averages. There are no recorded instances of exclusion.

### 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

- The school leadership team is highly effective in sustaining high expectations of what children can achieve during their time at the school. It has established positive levels of community engagement in ensuring the vision, values and aims of the schools are representative of children's needs. Senior leaders continue to review the vision, values and aims to ensure that these remain relevant and understood by the whole school community. This is resulting in staff maintaining a clear understanding and knowledge of children's and their family's social, economic and cultural backgrounds. Families are very positive about the learning experiences their children have at the school and how staff are welcoming, respectful and make a positive difference to their child's life. This is ensuring that almost all children and their families experience a culture of respect that places importance on inclusion, children's strengths and celebration of children's successes.
- The headteacher was appointed in 2017, following the establishment of Leader Valley School. The headteacher, supported well by the school leadership team, has developed a cohesive staff team that meets the needs of children with a range of additional support needs. Senior leaders manage the pace of change and subsequent improvements well. They are responsive to the needs of staff and children. Senior leaders adapted their strategic long-term plan appropriately to respond to the risk posed by the pandemic of 2020. Following the pandemic, senior leaders refocused correctly on reestablishing the school community across the five provisions. As a result, they have been successful in supporting staff across the school to engage in purposeful professional dialogue. They have made a very positive start to establishing a whole school collegiate approach to school improvement. They should now, as

planned, continue to develop the consistency of learning and teaching strategically across the five provisions, so that all children experience a high-quality educational experience.

- The school leadership team ensure that all teachers engage in regular and relevant professional review and reflection. It supports teachers to connect their strengths and areas for development with relevant professional learning. This has led to a few teachers undertaking professional learning that is relevant to their aspirations and career progression, including at post graduate level. The school leadership team continue to develop a culture where an increasing number of staff contribute purposefully to school improvement based upon their professional learning.
- Teachers use their career long professional learning opportunities well to influence positive change in the work of the school. This is beginning to have a meaningful and sustainable impact on children's experiences. A few staff across the school successfully developed professional enquiries which are beginning to improve children's experiences in school. For example, professional enquiries in using the outdoors or digital technologies to support children's learning are improving children's learning experiences using these resources. Other staff take time to record short clips of effective approaches in meeting the needs of children at the school. This is helping staff in the school to reflect on approaches that have been useful in supporting children and consider how they may use or adapt the approaches for children they work with. Senior leaders should continue with their plans to share staff's professional learning across the school. This has potential to improve the educational experiences and support for all children in Leader Valley School.
- Senior leaders work well with staff to develop appropriate school improvement priorities linked to learning and teaching and inclusion. Senior leaders ensure that staff are supported effectively to take ownership of improvement priorities. Staff create clear action plans and develop working parties to ensure that each improvement priority is progressed effectively using manageable small steps across the school year. Staff should now ensure improvement plans outline what the measurable outcomes are for children and families.
- Senior leaders develop appropriate processes for quality assurance and self-evaluating across the school year to check how well the work of the school supports children to learn. The school leadership team should make progress with their plans to provide more regular professional dialogue with staff, focusing on the evidence gathered from quality assurance activities. In doing so, senior leaders should consider professional learning that is responsive to ensuring expected standards are upheld across the school.
- Staff have made very positive steps with increasing parental participation in the life of the school. They should continue to build upon this positive start and support parents increase their participation in the work of the school, including working with parents to help them develop a Parent Council. This will support the school leadership team build upon the strengths of the school with parents and consistently address any areas that require improvement.

## 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

- All children attending the school require significant adaptations to their school experience to benefit from their education. Staff provide effective support to develop important life skills, communication skills and approaches to improving regulation and resilience across all aspects of their lives. Almost all staff have developed supportive and caring relationships with the children. Staff provide a high level of attention to children's needs. Staff use a consistent approach to how they communicate with children. They use signing, visual cues and objects of reference well to ensure children understand. In turn, children use these to communicate their needs and wants. As a result, almost all children respond very positively to staff and communicate through their behaviours that they feel safe in school.
- Most children have a very positive learning experience and engage well with their learning activities. Almost all staff form very nurturing, positive relationships which support them to challenge learners as needed. Most staff have high expectations for children and their enthusiasm helps children feel motivated to learn. Most staff provide children with clear instructions and explanations during learning activities. They demonstrate a sound understanding of the needs of almost all children and use this knowledge to provide the right support at the right time. This helps children to participate actively in most lessons. Most staff use their knowledge of children's needs effectively to increase challenge where possible. Senior leaders should continue to work with staff to build upon this effective practice to ensure consistency across the whole school.
- Staff are developing well a consistent approach to learning and teaching across the school. They use digital technologies effectively to enrich learning for most children. Where appropriate, they support children very well to learn individually in a quiet space or with others in group spaces. They provide most children with clear instructions, which supports their learning. This supports most children to learn in an environment that is adapted effectively to meet their needs. As a result, most children have a positive experience at school.
- In most lessons, staff provide children with purposeful learning activities, often supported by a high level of one-to-one support. Teachers plan and deliver activities that are well-matched to most children's needs. They provide children with learning experiences which are personalised. A few staff rely on worksheets, desk-based learning or cutting and pasting pre-printed sheets too often. At times, staff over support children during learning. Senior leaders should continue to support staff to develop further the range of teaching approaches. This will enable all children to increase their curiosity, independence in learning and demonstrate the practical application of their skills and knowledge.
- Staff are improving the school environment with appropriately organised, welcoming and structured learning spaces. Most staff use a range of high-quality learning environments when teaching children. For example, staff plan well for children to learn and develop their skills in

the sensory room, soft play areas and in the community. Most staff use the outdoors creatively so that children access activities which encourage them to be inquisitive and develop important skills. Children particularly enjoy engaging in activities which involve practical activities and sensory experiences.

- Staff have reviewed their classrooms effectively to support children to access their learning. They have considered how each classroom layout contributes to children's wellbeing. Posters and objects of reference on classroom walls and placed throughout classrooms help children to understand the context of their learning. Staff use a range of augmentative and alternative communication (AAC) tools well to communicate with children. This results in almost all children understanding what they are being asked to do.
- Staff provide children with clear visual support by using symbols. Their use of symbols is evident consistently throughout the school. Most children make effective use of communication aids to help them make choices and express themselves. In most lessons, there is regular, effective use of signing approaches to support learners' communication. Staff use a range of communication approaches effectively, which are specific to the needs of the child. They use accessible digital learning activities well to enhance children's learning experiences.
- Teachers at the school plan in partnership with teachers from the child's catchment school. This focuses particularly well on teachers sharing strategies and approaches to help children engage and interact in their catchment school. Senior leaders should now support teachers develop further their joint planning approaches with their mainstream peers. This will help children experience consistent and high-quality learning across both school settings.
- Teachers share success criteria and learning intentions with learners in accessible ways, considering well children's preferred communication approach. Most staff are effective in using formative assessment approaches to support children demonstrate their knowledge, skills and understanding of their learning. They use skilled questioning to check learners' understanding and help them to extend their thinking.
- Teachers have made a positive start to moderating learning activities with other teachers from the provision they work within. Senior leaders should continue to provide opportunities for teachers to engage in opportunities to moderate planning, learning and children's work within and beyond their own provision. This will support teachers to develop further their understanding of national standards. Senior leaders need to support middle leaders and teachers to develop robust practices in learning and teaching to ensure the reliability of assessment data.
- Senior leaders recently introduced a useful standardised process for planning across the school. Additionally, they worked with staff to develop a draft curriculum rationale to support planning for all curriculum areas. As a result, teachers plan most curriculum activities consistently well across different timescales using a mixture of individual tasks and group work. Teachers' planning is leading to greater consistency of learning experiences for almost all children. They maintain high expectations of what almost all children can achieve. Staff are effective in revising individualised small-stepped plans. They update literacy, numeracy and health and wellbeing targets regularly using individual learning profiles. Senior leaders should now ensure that teachers record learners' progress across the curriculum to demonstrate fully the breadth and nature of learners' skills development.
- All staff plan for individual children's learning targets using pupil passports and individualised education programmes (IEPs). They should continue to develop these planning approaches further to reflect more consistently the school's vision, values and aims. Children's targets

capture outcomes individual to each child effectively. Staff should develop further IEPs to reduce the number of targets and consider better what skills staff aim to help children develop and how they will teach these skills. This will support staff to review, and measure, children's progress against their targets. Staff should increase more regular reviews of IEPs to identify more promptly where they require to make changes to how children are supported.

## 2.2 Curriculum: Learning pathways

- Teachers are effective in planning individualised and flexible learning pathways for children. They use individual learning programmes well to build upon prior learning through developing detailed learning targets for literacy, numeracy and health and wellbeing. Teachers design appropriate learning pathways by using the milestones for complex needs and Curriculum for Excellence (CfE) experiences and outcomes. Teachers ensure that almost all children make positive progress in raising their attainment, appropriate to their individual needs.
- Teachers develop learning pathways for all other curriculum areas through three-year interdisciplinary learning plans. This ensures they provide learning to children that offers progression and covers all curricular areas. The majority of staff work very well with a range of partners, including health professionals and therapists to support and enhance the curriculum. Overall, staff utilise resources effectively within the wider community to provide useful learning opportunities and enhance skills development. They ensure that children's learning includes understanding and respect for other world religions and festivals. Staff use the outdoors particularly well, which is having a positive impact on children's progress.
- Too many children are not yet receiving the minimum national recommendation of two hours of quality physical education (PE). However, all children are involved in a range of quality active learning activities such as cycling, swimming, movement breaks and community walks. Senior leaders should work with staff to develop high-quality PE, taking increased account of the individual needs and circumstances of children. They should work to ensure that PE offers progression in challenge, quality, and application of skills.



## 2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents receive informative regular updates about their child's progress and achievements through diaries and an online learning journal. The minority of parents are sharing useful information and successes from outwith school to help staff build up and overview of all achievements. Parents find the learning journal very useful to find out how their child is progressing. This is developing very well the strong participation of parents in their child's learning journey. Senior leaders should continue to work with staff from across the school to ensure this is consistent for all families.
- The school leadership team is effective in supporting parents to engage in IEP meetings which include staff from the child's catchment school. This helps parents to get to know their child's catchment school and build positive relationships between settings. Parents are supported effectively by school staff who signpost relevant and useful services. These services are supporting families well with the challenges associated with their role of carer. As a result, parents and children feel part of their local community. During IEP meetings, the majority of parents are involved in setting learning outcomes for their child. They are confident in approaching senior leaders with strategies or approaches to improve their child's experiences at school. Staff could support a few parents further to understand in what ways the school is helping their child.



## 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 benefit from the importance which staff place on developing and maintaining caring and supportive relationships with them and their extended families. Almost all staff model these relationships well, showing every child a high level of compassion and respect. This ensures almost all children come to school each day knowing they are cared for and valued.
- Children are improving their wellbeing well. They respond positively to the staff's well-developed approach to understanding of how the work of the school contributes to improvements in children's wellbeing. For example, staff have produced helpful guidance where they have broken down the wellbeing indicators so that their meaning is understood more easily within the school's context. This has been central to improving children's outcomes and what actions staff need to take to help each child develop further.
- Overall, children respond positively to staff who are adept at identifying when they may become distressed or dysregulated. Children use signing and visual cues well to express their wants and opinions. Staff's approach to developing children's abilities to communicate supports the calm and purposeful learning environment across the school well. In instances where children do become distressed, they respond well to time to calm and return to their learning or other bespoke approaches. Staff remain very sensitive to the needs of each child. Children's interactions with staff demonstrate that they feel safe and have trusting relationships with adults. Staff should now consider how they can develop their approach to wellbeing further to incorporate children's rights more explicitly in their work.
- Parents speak highly of the sense of community across the school. Staff's high aspirations for children is resulting in children developing skills beyond their parent's expectations. In turn, this is leading to parents becoming more aspirational for their children. Parents are supported well by a number of groups run by both the school and local charities. This is leading to them feeling connected to other parents with children with additional support needs across the local authority. These groups are helping parents to share their experiences and help each other in how best they can access support for their child.
- Parents are experiencing useful assistance from partner agencies when additional input is required. For example, parents have received professional learning, which ensures children experience consistent support between the school and home. Senior leaders should consider how to extend these groups further to help new parents as their child moves through the school. In particular, as their child begins their transition to secondary school.
- Children develop their sense of wellbeing well through participating in activities in the outdoors. For example, children use playgrounds well to interact, play and cooperate with other children through motivating and stimulating activities. Children enjoy their learning in local woodland and greenspaces. In these spaces, children initiate and increase their communication with

adults, demonstrate awareness of their boundaries and are improving their understanding of risk. The majority of children are transferring effectively real-life skills from school into the community, such as local supermarkets and community projects. Through these outings, children are building the community's awareness of diverse needs. They are improving their inclusion within their local community and helping the majority of children develop and rehearse important independence skills.

- Staff have a good understanding of their responsibilities related to statutory guidance and codes of practice. They are skilled in sharing any concerns regarding children's wellbeing or progress with colleagues. They take appropriate action to ensure children's wellbeing. Staff work very well with parents to identify issues, which may be affecting their child's wellbeing. Parents and partners, including mainstream colleagues, are included fully in identifying relevant targets to improve their child's wellbeing. Senior leaders ensure that all children are considered for a coordinated support plan in line with legislative requirements.
- Attendance across the school is in line with national averages. Staff regularly track the attendance of children attending the school. They follow up any attendance concerns or persistent absence working closely with family liaison and mainstream school partners. This approach has led to notable improvements in attendance and engagement for a few children. There are no recorded instances of exclusion for children attending the school.
- All children spend a minimum of one morning per week attending their local school. This is supporting them to maintain contact with their local community. A few children are increasing the time they spend at their local school. This demonstrates that they have developed very well important skills that help them cope in less predictable contexts. They have developed effective social skills to participate in a wider group of peers. Almost all parents value the time their child spends at their local school. Their children are developing friendships with other children from their local area. Senior leaders should continue to develop how children access their learning experiences in their local mainstream school.
- Almost all children experience high levels of inclusion in school and are treated with respect and dignity. Staff have employed effective strategies to reduce any barriers to learning that children may face. Children have developed their understanding of diversity well, relative to their additional support needs. They celebrate different cultures and faiths through topics in class lessons, at assemblies and at time of festivals. Staff are responsive and sensitive to children's wellbeing and health needs. However, as a direct result of their additional support needs, a minority of children present with intermittent distressed behaviours. Staff develop useful pupil passports to share strategies to help children remain regulated or deescalate distressed behaviours if they arise. Almost all children respond positively to staff who use the strategies outlined in their pupil passport. This is resulting in children regulating their emotions better and is impacting positively on their engagement with learning experiences at school.

### 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

- Across the school, most children are making good progress in literacy and communication and numeracy and mathematics. Over half are attaining at pre-early level in literacy and numeracy. Over a third are attaining at early level in literacy and a third in numeracy. A few are attaining at first level in literacy and numeracy and a small number at second level in literacy and numeracy.
- Senior leaders should continue with their plans to develop further approaches to tracking and monitoring data strategically across all settings. This will help the service to identify and explore high level, emerging themes related to the impact of its current approaches to improve children's achievement.

#### Attainment in literacy and English

- Taking account of their individual learning profiles, children are making good progress in developing their communication, talking and listening skills across the school.

#### Listening and talking

- Most children are making good progress in developing their listening, communicating and talking skills. At pre-early level, most children listen to and respond to different words and phrases appropriately. They use symbols and short words to communicate choices. They respond to verbal prompts, symbols, words and questions about events in a song or story. At early level, children use words to talk about how they feel. A few children use communication books to support them to communicate in words. They name people or objects in pictures and can say what is happening in a picture. At first level, children use words or communication books to share how they feel and express their views and opinions.

#### Reading

- Most children are making good progress in developing their pre-reading and reading skills. Children at pre-early and early level explore sounds letter and words, discovering how they work together and use this to help them to read and write. Staff use imaginative approaches to support children's understanding of word blends outdoors. Children find hidden objects such as shells, animals and objects with a common initial sound hidden in the school's outdoor forest environment. Children use these to build words and sentences. A few read and enact actions in stories in the outdoor environment using real objects of reference such as outdoor clothing, tools, stones, sand and branches of trees. A few children at first level explore sounds, letters and words discovering how they work together and use this to help them to read and write. In the majority of classes, children and staff are developing their own library spaces. The majority of children benefit from accessing school libraries, which is having a positive impact on their exploration of texts and listening to stories for enjoyment. A few children could be supported further their understanding of stories.

## Writing

- Staff encourage children at the pre-early and early levels to explore and develop their fine motor, pre-writing, and writing skills by engaging in activities such as cooking, art, and writing. At pre-early level, children enjoy exploring patterns and sounds. A few are developing their early mark making skills. Children at early level form letters and write simple sentences. A few typed simple biographies of their classmates. At first level, a few children read and write initial sounds and match these to pictures. They build their daily news stories using simple sentences and use words to write about how they feel. A few children extend their writing using interesting adjectives to write their daily news. A few children at early and first level made books about their class pet and caring for animals. Other children use a digital programme well to create a record of their learning about climate change. A few children would benefit from an increased focus on writing to develop emerging skills

## Numeracy and mathematics

- Overall, from observations of learning and reviewing children's work, children are making good progress in number money and measure and satisfactory progress across other organisers.

## Number, money and measure

- At pre-early level almost all children can count or show that they recognise the numbers one to four using visual cues and real objects of reference. A few recognise and sequence numbers to ten. At pre-early level, most children show some awareness of how their world links with times and seasons. They explore ways to record these using clocks, calendars, days of the week and activities at different times of the day. Almost all children at pre-early level are developing their understanding of money when visiting local shops. At early level the majority of children sequence numbers to 100. The majority tell o'clock and half past times. A few children at first level tell time on analogue and digital clocks. A few perform three-digit additions. Children need to continue to develop their understanding of numbers in real life contexts.

## Shape, position and movement

- Almost all children at pre-early level sort primary colours and three-dimensional objects. Most sort two-dimensional (2D) shapes. At early level most children identify 2D shapes. Children need to be given more opportunities to develop their skills in shape, position and movement.

## Information handling

- At pre-early level, children sort accurately objects by their colour. They need support to identify what colour they are sorting. At early level, a few children gather and present data in simple bar graphs or sort objects by type, for example, by type of animal. Children need to be given more opportunities to develop their skills in information handling.

## Attainment over time

- The school leadership team can evidence clearly the progress that children are making in literacy and numeracy. It tracks and monitors children's progress in achieving targets within IEPs across the school. Data indicates that all children have made good progress achieving their literacy, numeracy and health and wellbeing targets between 2022-2024.
- Senior leaders track well children's progress from placement at the school. Between 2022 and 2024, in literacy and communication, just under half of children made at least one level of progress from their starting point within the milestones for learners with complex additional support needs and the broad general education (BGE). A few children made two levels of progress in literacy. In numeracy and mathematics, a minority of children made at least one level of progress from their starting point within the milestones and the BGE and a few made two levels of progress. Senior leaders should continue, as planned, to review attainment over time strategically and further develop the school's approaches to supporting children to make

progress in their learning. They should develop approaches that help them see how well children make progress across all curriculum areas.

- Most staff have an appropriate understanding of what progress and attainment looks like for individual learners, including children at the pre-early level. They are working well with mainstream teachers and key partners using formative assessment to inform children's personal targets and next steps for children. This is particularly helpful in supporting children to settle quickly when moving into the school and onwards to mainstream schools. Shared placement agreements and joint planning ensure that children have opportunities to experience achievement and make progress over time across both settings.
- Senior leaders and staff now plan to further engage teachers in moderation activities across the five provisions to improve their confidence in making professional judgements of children's attainment and progress within milestones and CfE levels. Further moderation activities across the school will allow staff to build a shared understanding of standards. This will support their confidence in evidencing children's progress.

### **Overall quality of learners' achievements**

- Across the school, most children build up a range of relevant personal achievements, such as successfully taking part in sports and developing useful skills for personal care at home and in school. These achievements, and those more formally recognised, are celebrated with parents on learning journals, at school assemblies and as part of school displays. Children have developed well their skills in, for example, horse riding, swimming and athletics. Children benefit from more regular recognition of the skills they develop including 'artist of the week' or increasing participation in sports and involvement in school sports days with mainstream primary schools. Children's personal achievements and skills are recorded and recognised through the Leader Valley Awards ceremony attended by parents. Most parents share their children's achievements at home and include them in digital learning journals. Leavers' books capture children's journey from school to mainstream school or secondary school. Senior leaders and principal teachers should continue, as planned, to develop pupil voice work across the school.

### **Equity for all learners**

- Senior leaders, staff and partner schools track the progress of particular groups of children who may experience challenges. These include children who are care experienced, those from families who may experience financial hardship and children for whom English is not a first language. The school has accessed funding from within the local authority to provide a family support worker who offers direct support to families at home. The family support worker provides useful support to families in developing appropriate routines and sleep patterns for children. The school, through the local authority, accesses an interpreter for parents for whom English is not a first language. However, not all staff or parents are aware of how to request support from an interpreter.
- Senior leaders ensure children get appropriate support in attending their catchment school. They deploy existing and familiar staff from the school to provide children with high levels of continuity between the two school settings. These approaches are leading to improvements in attendance, positive relations with parents and catchment school staff and better engagement and progress in children's learning.



## Other relevant evidence

- Pupil Equity Funding (PEF) is not allocated to Leader Valley School for children under the national eligibility criteria. All children attending the school remain on their mainstream school roll even though they are educated at Leader Valley School for almost all of their school week. This results in the school not receiving the full PEF allocation for children in attendance. Senior leaders should work with the local authority to ensure that the school's PEF allocation is representative of its pupil population. This has the potential to support senior leaders better to provide appropriate levels of targeted support for children and their families. As a result, this will help support the school's aspirations to reduce the attainment gap for children affected by poverty. It is important that senior leaders are enabled to deliver activities, approaches or resources which provide equity and are additional to the school's universal plans to support children affected by poverty.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.



## 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.