

Summarised inspection findings

Kirktonholme Primary School

South Lanarkshire Council

10 December 2024

Key contextual information

Kirktonholme Primary School and Nursery Class is a non-denominational school in East Kilbride, South Lanarkshire. The school serves the communities of West Mains and Stewartfield. The current school roll is 357 children working across 14 classes. There are 35 children in the nursery class.

The headteacher has been in post for 11 years. The senior leadership team consists of the headteacher and three depute headteachers, of which two work 0.5 full-time equivalent (FTE). There are two full-time principal teachers. There is a total of 17.7 FTE teaching staff and 8.2 FTE support staff.

Most children live in Scottish Index of Multiple Deprivation data zones 6 to 10. Approximately 30% of children require additional support with their learning and 5% of children have English as an additional language. Approximately 15% of children receive free school meals. Attendance is above the national average and there have been no exclusions for the last five years.

1.3 Leadership of change

very good

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

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

- Senior leaders and staff support children in their learning and development very effectively. They use nurturing principles well to bring to life the school vision of 'Learning is the HEART of Kirktonholme'. Staff use the school vision as a meaningful driver for change and improvement. Senior leaders and staff share the relevant school values of happiness, excellence, achievement, respect and teamwork (HEART) widely across the school community. Children, staff, parents and partners are all involved in the ongoing review of the school vision, values and aims. Almost all children know and demonstrate the values very well and identify their relevance to their own learning and development. Teachers use praise postcards, designed by children, effectively to celebrate with children and families when children demonstrate the school values.
- Almost all parents and staff believe that the school is well led and managed. The headteacher is highly respected by staff, children, parents and partners. She fully involves staff, parents and children in decisions about the work of the school. The headteacher, ably supported by senior leaders, provides staff with clear support and strategic guidance on all aspects of the school's work. This results in almost all staff feeling valued and supported to undertake their role. All teaching staff work collaboratively on school improvement, supporting each other very well. There is a strong culture of teamwork across the school and all staff have a clear understanding of the socio-economic context of the school.

- Children in P4 to P7 act confidently as leaders of change through their participation in pupil HEART groups. They have a strong influence over improvement planning across the school. Children talk with pride about the positive difference they are making to their learning and the school community. For example, the 'culture club' ensured the children's toilets now have signage in several languages to meet the diverse needs of the school community. Children in the 'attachment ambassadors' group quality assure the impact of changes using How good is OUR school? For example, they undertake learning walks to ensure classroom environments are calm and inclusive spaces. These roles develop children's leadership skills successfully. Senior leaders recognise that a next step is to develop opportunities for younger children to develop their leadership skills and further influence change.
- All teachers feel empowered to lead on change and improvement. Teachers participate in a range of small tests of change when developing new approaches to learning and teaching. They develop clear action plans for their area of leadership which they review regularly throughout the year. Teachers share the impact of their tests of change with each other in the annual 'Take a Turn' event. As a team, they agree which of these approaches would be of most benefit to all children. For example, teachers have introduced children's 'Being Me' walls and classroom 'Learning Journey' displays following the 'Take a Turn' event. These approaches are building children's understanding of their progress, learning and achievements well. As a next step, senior leaders now need to involve all support staff in leading change and improvement. This will build further leadership at all levels.
- Senior leaders provide useful opportunities for teachers to develop their strategic leadership skills. Teachers and senior leaders work strategically as members of the Kirktonholme Improvement Team (KIT). They use data about children's attainment and wellbeing effectively to help identify improvement priorities. They meet regularly to review progress towards meeting school improvement priorities and the impact of this work on children's outcomes. KIT teachers undertake professional enquiry projects implementing new strategies to raise attainment and improve outcomes for children. A strong example of this leadership is the development of approaches to supporting children's writing skills. This work resulted in an increase in attainment in writing. Senior leaders have a well-considered collegiate calendar of professional learning for staff. KIT teachers lead successfully on whole school collegiate sessions. They have an increased understanding of strategic educational leadership because of this work.
- Senior leaders involved the whole community in reviewing four key questions based on their aspirations for children. All teachers analysed the answers to create a comprehensive three-year overview of school improvement planning. The headteacher has developed a highly effective annual improvement calendar to quality assure the life and work of the school. This outlines what improvement activities take place linking them clearly to How good is our School? 4th Edition. Staff also explore specific aspects of this framework in a more detailed audit which runs over a three-year period. Senior leaders robustly gather the views of children, parents and partners in addition to staff self-evaluation. This comprehensive and thorough approach ensures that almost all stakeholders are fully involved in identifying school strengths and areas for improvement.
- Senior leaders plan changes very strategically, at an appropriate pace, using their three-year plan well. Following robust self-evaluation, senior leaders create relevant priorities for the school improvement plan (SIP). These priorities clearly link the needs of the children and their families to children's rights and focus on improving outcomes for all. The SIP for this session includes continuing to embed nurturing approaches, supporting children's understanding of

diversity and developing approaches to enquiry-based learning. These priorities meet the needs of the school community and children well.

- Senior leaders and the pupil council consult parents regularly about the use of the Pupil Equity Fund (PEF). As a result of this participatory budgeting approach, digital resources which support children's accessibility well, were purchased. In addition, senior leaders use PEF to purchase resources to support closing attainment gaps in literacy and English, numeracy and mathematics, and health and wellbeing. Senior leaders use data effectively to clearly demonstrate improvements in progress and attainment of most children who receive targeted interventions funded by PEF.

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

- The school has a very warm, welcoming ethos underpinned by strong relationships where children and staff treat each other politely and with respect. Children are proud to be part of their school community. They demonstrate well their increasing understanding of their own rights and those of others through their actions.
- All staff provide positive, nurturing and well-organised learning environments for children. Children enjoy selecting their work to display, share and celebrate for their 'Being Me' walls in each classroom. This motivates them well to try their best. Teachers have established clear routines and manage transitions between activities well. This has a positive impact on children's behaviour. On occasion, a few children lose attention in class. Teachers support children well to re-engage which minimises disruption to their learning. Children independently access 'calm corners' which help them to self-regulate if they need to.
- At early and first levels, staff continue to develop approaches to play-based learning. They make effective use of professional learning and national guidance to support their work. Staff recognise that a next step is to ensure they provide a balance of direct teaching and play experiences within the learning environment. This will encourage children's creativity and curiosity, provide appropriate levels of challenge for all children and help them to make accelerated progress.
- In all classes, children have worthwhile opportunities to use digital technologies. This enhances their learning when researching new topics or accessing online resources. Children welcome and make effective use of assistive technologies which helps them to overcome barriers to learning. Teachers provide children with helpful visual timetables if required, which supports children effectively to be included in the life of the class and their learning.
- In almost all lessons, teachers provide children with opportunities to work independently and in pairs and groups. Almost all children interact positively with others during lessons, asking questions and contributing well to class discussions. In the majority of lessons, the pace of learning is too slow. Children would benefit from more time learning actively. This will help them to lead their learning more purposefully. Across the school, a minority of children require more challenge in their learning. Teachers would benefit from further professional development in providing learning that is set at different levels of difficulty. This will ensure that tasks are well-matched to the needs of all children and ensure consistent approaches to high-quality learning and teaching.
- In almost all lessons, teachers share learning intentions and measures of success with children. As a result, most children articulate well the purpose of their learning and understand the relevance of tasks and activities. In a few lessons, children co-create measures of success with the teacher. In most classes, children review their learning with reference to their agreed

measures of success. Most teachers use questioning effectively to check children's understanding and a minority use questioning to extend children's learning. A few teachers use questioning skilfully to successfully develop children's higher order thinking skills.

- Most teachers plan regular opportunities for children to discuss and recap their planned learning. They provide children with useful verbal feedback on what they are doing well and their next steps in learning. This approach is supporting children to talk about their learning with increasing confidence. A next step for teachers is to provide children with written feedback which consistently aligns more closely to agreed measures of success. Senior leaders' planned development of enquiry-based learning will help children's understanding of the skills they develop through their learning. Teachers' further engagement with the local authority skills framework will support them well with this work.
- In most lessons, teachers use formative assessment strategies effectively to check children's understanding. In the majority of lessons, children have worthwhile opportunities to self- and peer-assess their work. All children have individual learning targets in literacy, numeracy and health and wellbeing. Teachers' ongoing development of target setting, in partnership with children, will support children to set more specific and measurable learning targets.
- Teachers use a wide range of diagnostic and standardised assessments effectively to gather reliable information about children's progress in literacy and numeracy. They analyse this assessment information well to identify children's strengths and development needs. Teachers clearly identify children who require additional support with their learning and plan timely interventions. This is having a positive impact on children's progress. Last session, staff started to capture children's learning in 'progress jotters'. This whole-school approach provides helpful evidence of children's progress over time. Teachers should now further develop the way they plan high-quality assessments. This will enable teachers to evaluate how well children apply their knowledge and skills in a range of contexts across the curriculum. All teachers engage in meaningful school and cluster-based moderation activities. This supports them well in making professional judgements about children's levels of attainment within literacy and numeracy.
- Teachers use local authority pathways based on the experiences and outcomes of Curriculum for Excellence (CfE) to plan learning across all areas of the curriculum. They refer to an annual curriculum overview which takes effective account of how specific themes will be covered over the school year. This is supporting teachers well to plan relevant learning experiences that build upon what children already know. In all classes, teachers take effective account of children's views on what they would like to learn.
- Senior leaders provide teachers with a detailed breakdown of the equity profile of each class. All staff have a good understanding of children's potential barriers to learning including those impacted by socio-economic circumstances. Senior leaders track children's progress robustly for literacy, numeracy and health and wellbeing and meet teachers to discuss this three times a year. They use a 'fact, story, action' approach very well to identify where children are in their learning and plan next steps. Senior leaders and teachers identify children who require additional support with their learning and agree effective approaches to support children's learning. These approaches are having a positive impact on children's progress. Senior leaders should continue to evaluate how well learning and teaching approaches are raising attainment and accelerating all children's progress.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways to plan and deliver learning across all curricular areas. They include learning that links across different curricular areas as a consistent feature of their planning. In the majority of lessons, teachers provide children with opportunities to apply their skills and prior knowledge from other areas of the curriculum. As planned, senior leaders should now support staff to further develop their understanding of enquiry-based learning. Teachers' planning and delivering of learning for sustainability is a strong example of this work.
- Children receive their entitlement to experience a 1+2 modern languages approach. Children experience a well-planned programme of French language and culture from P1 to P7. They also receive a progressively planned block of Spanish at one point in the year. Children in P6 learn British Sign Language and have worthwhile planned opportunities to share their learning with other classes. There is also an annual focus on Scots Language across the school. This approach encourages children successfully to make links across themes such as citizenship and diversity.
- All classes receive effective outdoor learning experiences and engage in 'loose parts' play at points across the week. The school has gained an international school award for their partnership work with a school in Nepal focusing on climate change. This effective partnership working develops well children's understanding of important global issues and has strengthened their knowledge of other cultures.
- Children receive their entitlement of two hours of quality physical education. Teachers use the local authority progression framework to plan an effective range of learning experiences.
- A carefully planned transition programme from nursery to school, between stages and into secondary ensures the needs of children and their families are well met.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders consult parents regularly about their views on the life and work of the school through formal surveys and informally at school events. For example, senior leaders consulted parents to help them identify what kind of family engagement activities parents would like. They were also consulted on their views about key areas for school improvement. As a result, parents now attend a variety of events to share in their child's learning. For example, parents attend loose parts workshops and 'meet the teacher' events. Parents say this is helping them to know how well their child is learning and how to support their child at home.
- The Parent Council work well with the wider parent forum to provide valuable support to the school, such as through fundraising. Senior leaders consult the Parent Council, in addition to the wider parent forum, about the work of the school. Senior leaders and children update the Parent Council regularly about progress towards school improvement priorities. For example, last session the 'HEART reading ambassadors' presented to the Parent Council about their ideas to enhance class libraries. They succeeded in gaining funds to do so. As a result, children's engagement in reading for pleasure has increased.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff value and care deeply for all children and their families, supporting children well to succeed. They nurture all children's wellbeing very effectively, helping them to overcome any barriers they may experience. Staff use their well-informed knowledge about the principles of nurture, along with the school values to underpin their work. Children understand and demonstrate the school's HEART values very effectively.
- Staff focus rightly on encouraging children to independently manage their behaviours and emotions. Almost all children behave well in classrooms and around the school. Children independently access 'calm corners' or the Treehouse nurture space to regulate their emotions successfully. All teachers use an agreed script for restorative conversations. This helps children to understand the impact of their actions on themselves and others. Teachers create detailed plans and use agreed strategies for a few children. This supports children well. Most children feel that school staff deal well with bullying, or they have never experienced it. As planned, staff should now launch the 'blueprint' School Relationships Policy with all stakeholders. This will help the whole school community to build further on the strong foundations already in place.
- All children have a very strong understanding of the factors that contribute to wellbeing. They talk knowledgeably about how these factors impact on their lives. Almost all children agree that they feel safe and have positive wellbeing. Children complete twice-yearly surveys based on the wellbeing indicators. The headteacher provides immediate and effective support if a child does not respond positively to any aspect of the survey. All teachers carry out daily 'emotional check-ins' with all children. They refer children to senior leaders if they notice an emerging pattern of emotional distress. This helps children effectively to understand, discuss and reflect on their wellbeing.
- Staff use wellbeing assessment data effectively to clearly identify children who require targeted support with their wellbeing. Children receive relevant support when they need it. For example, staff implement worthwhile interventions such as the Kirktonholme Anxiety Management Group which supports children's mental health very well. Staff complete an 'intervention overview template' to clearly evaluate the effectiveness of interventions. This is having a positive impact on children. For example, children receiving wellbeing interventions are increasingly able to engage fully in class activities. As a result of this coherent approach, all children demonstrate well the skills they need to cope with and overcome wellbeing challenges.
- Staff deliver a well-structured health and wellbeing curriculum, supported by assemblies. This helps children to be aware of the factors that contribute to positive health and wellbeing. Staff encourage all children and their families to lead healthy lifestyles. For example, family learning groups support well children's understanding of healthy eating and develop their skills for learning, life and work.

- Staff work very effectively with partners to meet the needs of children who require additional support with their learning, carefully following the school's clear intervention process. This ensures children receive the right help at the right time. They create and review regularly additional support plans and consider carefully whether a child requires a co-ordinated support plan. Senior leaders involve children and their families fully in creating these plans. Children have a very firm understanding of their own needs and how to access support. Staff put effective strategies in place which enable children to achieve success in their learning. Staff carefully track the effectiveness of these strategies making necessary adjustments if required. This ensures they meet children's needs well. Children who require additional support make very good progress from their prior learning. Support staff work with children appropriately to ensure that their needs are met effectively.
- All staff feel that their wellbeing is very well supported by the school's senior leaders and by other staff within the school. Local authority partners support staff very well to develop inclusive classroom practice. Senior leaders take effective account of educational research and evidence to ensure that approaches to improve children's wellbeing are well-informed. For example, the educational psychology team provide staff with valuable professional learning on attachment theory.
- Senior leaders and staff have a very good understanding of their statutory duties. All staff complete mandatory local authority courses which ensure that they are aware of their statutory responsibilities. Staff approach their duties using their firm understanding of national guidance such as Getting it right for every child (GIRFEC).
- The majority of children involved in a recent family engagement initiative had significantly improved attendance. Teachers leading on this rightly plan to extend this approach further. They identify that a next step is to consider in more detail children's classroom experiences and factors that impact on attendance.
- The school submitted information relating to compliance with the 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. Minor areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.
- Children demonstrate well their knowledge and understanding of the concept of rights, they have a firm understanding of the importance of promoting equality and diversity. The 'rights and respect' HEART group are pro-active in recognising and celebrating the different cultures and diversity within the school and beyond. They are working with school staff to explore how rights can be linked more fully to the school values and the curriculum. This will help deepen all children's understanding of equality and diversity.
- Staff and children have a very clear understanding of inclusion. Staff provide children with opportunities to be involved fully in classroom and out-of-class activities, taking account of their individual circumstances. For example, children enjoy the Dyslexic Fantastic Club. Staff implement well a range of interventions to make sure that all children can access learning and achievement activities. Children across the school use assistive technology to access the full curriculum. Staff's 'Our promise to you' document helps children to understand very clearly the ways that they will be included.

3.2 Raising attainment and achievement

very good

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

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

Attainment In literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is very good. Overall, most children achieve expected CfE levels in reading and writing. Almost all children in P1 and P7 and most in P4, achieve expected CfE levels in listening and talking. Almost all children achieve early level in numeracy and mathematics by the end of P1. Most children attain expected CfE levels in numeracy and mathematics at P4 and P7.
- All children who require additional support with their learning make very good progress towards their individual targets.
- Across all stages, a minority of children would benefit from increased pace and challenge in their learning.

Attainment in literacy and English

- Most children make very good progress in literacy and English.

Listening and talking

- Almost all children across the school speak articulately when talking to adults and each other. Children who have achieved early level understand the importance of good listening and turn-taking in talking. A few children at the younger stages need to practise their skills in turn-taking further. Children who have achieved first level, know that making eye contact is an effective strategy in listening and talking. Almost all children at second level demonstrate well their developing presentation skills during assemblies. Children should continue to develop their group discussion skills by building on others' ideas.

Reading

- Teachers' enhancement of class libraries is increasing children's motivation in reading for pleasure. Most children across the school explain well their choice of texts referencing the title, author, illustrator and genre as appropriate to their age. Children would benefit from access to a wider range of books and authors to broaden their reading experiences.
- Children who have recently achieved early level, answer simple questions to demonstrate their understanding of texts. A few need more opportunities to read aloud to different audiences to further improve their fluency. Children who have achieved first level, read familiar texts fluently with expression. Most children working at second level, identify confidently the main ideas and supporting detail of texts. They are developing well their skills in analysing and evaluating texts.

Writing

- Children who have achieved early level, write a sentence with appropriate punctuation and form their letters correctly. Children who have achieved first level, punctuate sentences accurately and spell common everyday words correctly. They use planning formats increasingly well to structure texts correctly. Almost all children working at second level write regularly for a range of purposes. They apply their knowledge of spelling patterns to spell most words correctly. Almost all children use a range of punctuation accurately and write sentences using grammar well. Children would benefit from having more opportunities to apply their writing skills in extended texts across the curriculum.

Numeracy and mathematics

- Most children make very good progress in numeracy and mathematics.

Number money and measurement

- Children who have achieved early level, work confidently with numbers up to 30 and beyond. Children tell the time correctly to o'clock and half past using analogue clocks. They would benefit from revising their knowledge of coins. Children who have achieved first level, write and order numbers confidently to 1000. Children name coins and notes up to £20. They require revision of working out change from a given value. Children tell the time accurately using twenty-four hour digital and analogue clocks. Most children working at the end of second level, apply formulas accurately to calculate speed, distance and time. They solve money problems correctly using addition, subtraction, multiplication and division. They would benefit from developing their understanding of bank cards and budgeting.

Shape position and movement

- Children who have achieved early level, confidently identify and describe the properties of a range of two-dimensional (2D) shapes. Children draw accurately a line of symmetry in a 2D shape. Children who have achieved first level, correctly describe the properties of 2D regular and irregular shapes, such as a semi-circle. They create tiling patterns accurately using 2D shapes. Most children working at the end of second level identify a range of three-dimensional objects and describe their properties accurately. They are developing well their knowledge of specific vocabulary such as radius, diameter and circumference when discussing circles.

Information handling

- Children who have achieved early level, interpret a simple pictograph to answer questions successfully. Children who have achieved first level, collect information from surveys and questionnaires to create bar charts with appropriate labelling. They would benefit from exploring Carroll and Venn diagrams. Most children working at second level use digital media to create charts and graphs successfully. They are developing confidence in completing problem-solving tasks to interpret data.

Attainment over time

- Senior leaders and staff have clear strategies in place to raise children's attainment over time. They identified a slight dip in attainment immediately following the COVID-19 pandemic and have taken effective steps to ensure attainment is returning to pre-pandemic levels. Most children sustain high levels of attainment over time.
- Teachers use a range of valid assessments and the national Benchmarks to support their professional judgements about children's progress. Senior leaders and staff analyse assessment information carefully using class data during regular tracking meetings. They identify and provide effective support for groups and individuals with barriers to their learning. This is impacting positively on individual children's progress.

- Almost all children's attendance is above national and local authority levels. Senior leaders identified a gap in attendance rates and staff implemented a worthwhile parent partnership intervention to increase attendance for a target group of children. This has resulted in improved attendance for the majority of these children.

Overall quality of learners' achievements

- Senior leaders and staff value children's achievements both in and outside of school. They celebrate and share children's achievements successfully in a range of ways. Children particularly enjoy sharing their achievements on their 'Being Me' walls which builds their confidence well and helps them to recognise their success.
- P7 leaders willingly assume responsible roles. For example, they act as school captains, Junior Road Safety Officers, tech team and learning buddies. This develops children's organisational skills well and helps them to be effective contributors. Older children gain skills in leadership, organisation and communication through their 'HEART' groups. For example, children work effectively in the 'rights and respect', 'reading schools' and 'eco warriors' groups. Children develop well their decision-making, event planning and problem-solving skills in their groups. Further opportunities for children at the younger stages to assume leadership and committee roles would support all children to develop their skills.
- Staff track children's participation in their groups and after school clubs. They target and encourage all children to be involved in out-of-class activities to ensure that no child is at risk of missing out. A next step is to support children further to recognise the skills they are developing through their achievements and how to apply them to other areas of learning and life.

Equity for all learners

- The headteacher and all staff clearly understand the socio-economic background of children and families. They demonstrate well their shared vision for every child to have equity of opportunity within an inclusive environment. Staff use their 'class on a page' document well to plan for equity for all in raising attainment.
- Senior leaders track the poverty-related attainment gap carefully and target individuals and groups to address gaps and barriers to learning. Carefully planned interventions, particularly in P1, are accelerating children's progress in literacy. Senior leaders use PEF to support additional staffing for the nurture provision and a variety of trips, learning events, clubs and learning resources. Senior leaders' use of their PEF allocation is leading to improved outcomes for children in their wellbeing, inclusion, participation and attendance. Senior leaders and staff should continue to gather robust attainment evidence to ensure that PEF is accelerating the progress of identified children.
- Staff aim for a cost-free approach to ensure all children and families can participate fully in the life of the school. They recently gathered parents' views to identify what aspects of school cause the greatest expense for families. Staff outline well their promise to support families with this in their 'cost of the school day' policy. They helpfully signpost families to support agencies through their website.

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.