

Summarised inspection findings

Lanark Primary School

South Lanarkshire Council

11 February 2020

Key contextual information

Lanark Primary School is a non-denominational school with 280 pupils. The current school was established in November 2013 and provides a spacious, well-resourced learning environment. It is set in attractive grounds and has its own woodland and gardens. The school's catchment area is a mix of social and private housing. Over the last three years, there has been a significant increase (9.7% to 20.7%) in the number of children attending the school who live within areas classified as 1 and 2 within the Scottish Index of Multiple Deprivation.

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

- The headteacher provides highly effective leadership for the school community and is very well supported by her depute headteacher and principal teacher. She is held in very high regard by the whole school community. Commendably, her drive and determination motivates and empowers the staff team and wider community to improve outcomes for all learners and achieve their aspirational vision. The school's vision is that learning is at the heart of school life. This is reflected in learning experiences and drives school improvement priorities. The school's vision and values provide a very clear sense of direction and purpose for all.
- The senior management team (SMT) and staff have high expectations of all learners. The SMT meet regularly with staff to discuss children's progress in their learning. This ensures that most children are on track to achieve appropriate levels of attainment and that effective interventions are in place to support all children to make progress in their learning.
- Lanark Primary School is a very welcoming, caring and inclusive school. The school's vision statement and values were co-created in full consultation with stakeholders. The SMT ensure that the school's vision and values are based on their sound knowledge of the economic, social and cultural context of the school community. All staff are very aware of the school's context and have high aspirations for all learners.
- Relationships between all staff, children, parents and partners are very positive. They reflect the school values of good manners, learning, working hard, teamwork, responsibility, respect, trust and honesty, kindness and being active. The values permeate the life of the school and are referred to regularly by staff and children in a variety of curricular contexts. For example, in assemblies, pupil leadership teams and in the course of lessons. The SMT and house captains set weekly targets related to the school values at assembly. Children have a very good understanding of the importance of these values and speak confidently about them. These are supported further by the school's culture of 'C's - collaboration, commitment, communication, cooperation, continuous improvement. These are well understood by the school community.
- Effective leadership at all levels, across the school community, ensures that the school's vision becomes a reality. All children are empowered to voice their opinions and make decisions

about their learning by joining a pupil leadership team. This includes the school improvement planning team and community ambassadors. This supports their understanding of the school values of teamwork, respect, responsibility and learning. Children work effectively in partnership with pupils from a school in their own and another local authority as part of a self-improving schools initiative. They engage in learning walks, discussions and share good practice using *How Good Is OUR School?* (2018), which helps them to contribute meaningfully to self-evaluation processes.

- The SMT support, challenge and encourage staff, providing strong strategic direction for continuous improvement. They manage the pace of change well and take good account of the national agenda to tackle unnecessary bureaucracy. All staff have a sound understanding of their role in driving forward change and improvement and actively lead school priority areas. They work collaboratively and feel valued and respected. All staff participate in professional review and development meetings and have access to a range of professional learning opportunities, including accredited courses. Staff are highly reflective throughout these processes. They engage in practitioner enquiry when leading creative curricular developments. They share their professional learning with colleagues and, through effective teamwork, help to improve outcomes for learners.
- The school improvement plan translates the school's vision and values into priority activities and this leads to improved outcomes for children. The SMT incorporate self-evaluation activities into all aspects of the school's work, demonstrating continuous improvement in priority areas. Senior leaders demonstrate a commitment to close the poverty-related attainment gap by using the Pupil Equity Fund very well, for example, to employ additional staff. Senior leaders use an extensive range of evidence to develop improvement priorities, including annual parent and staff surveys. They monitor and evaluate the progress made towards improvement priorities regularly with staff, parents and children.
- The Parent Council is very active and involved in the school improvement planning process. School improvement is a standing item for discussion on all meeting agendas. The Parent Council collaborates with the headteacher to devise questionnaires, for example, to find ways to engage parents in supporting their children's learning. Parents consider that they are empowered to support school improvement by the 'You Say, We Did' approach to their suggestions for improvement. A culture of collaboration exists between the Parent Council and children. For example, the Junior Road Safety Officers and the Parent Council are working together to improve the road signage in the school vicinity.

2.3 Learning, teaching and assessment

very 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

- Positive, respectful and nurturing relationships across the school result in almost all children being highly motivated and engaged in their learning. As a result, almost all children enjoy learning at school and feel encouraged and supported to do the best that they can.
- Children interact very well with each other and with staff. They show consideration and respect for others. They are resilient and have a 'can do' attitude during learning activities. Children work well individually, in pairs and as part of a group. Children have regular opportunities to lead learning and to exercise choice. Teachers actively encourage children to be independent learners. In almost all classes, children's experiences are well matched to their needs and reflect their interests well. Most children are asked what they want to learn in school. In response, teachers' planning is purposeful and reflects children's interests well. Children are involved in the planning process, particularly in interdisciplinary learning, in writing and in opportunities through the life of the school. Children have further opportunities to plan learning, both for themselves and others, through their existing pupil leadership teams.
- Overall, teachers manage classes well and children have clear routines. Points of transition throughout the day are smooth and support children to engage in planned learning quickly. Tasks linked to learning are planned well to ensure learners settle to learn independently. Children in P1 are provided with opportunities to learn through play, which develops their creativity and extends planned learning.
- Children talk knowledgeably and enthusiastically about their learning, the skills they are developing and their achievements. Children can link their learning to skills they are developing for the world of work. This work is strengthened further through children's participation in the 'Career Crusaders' pupil leadership team. In almost all classes, children are able to talk about their targets for learning and understand what they need to do to improve. As planned, the school should continue to develop a systematic and consistent method to record and evaluate children's individual targets across the school.
- Across the school, a range of digital technology is used effectively to support and engage learners. All children have access to technologies, for example, tablets within class. The school should continue, as planned, to develop the use of digital technology across the curriculum to enrich learning activities. Regular outdoor learning promotes children's curiosity, independence and confidence. Staff use the school woodland area very effectively to provide stimulating learning experiences.
- Across the school, the quality of teaching is very good and is underpinned by the school's values. At all stages, teachers provide children with clear instructions, which enable children to understand the purpose of their learning. Teachers' skilful use of assessment for learning in all classes, ensures they check children's understanding throughout lessons. This supports

effective differentiation, informs planning and ensures there is an appropriate pace of learning. In most classes, teachers use questioning effectively to develop higher order thinking skills. Their well-structured plenaries support children effectively to reflect on their learning and achievement.

- Staff across the school know children very well. This enables them to provide timely and appropriate support. Highly effective teamwork across the staff team enhances the quality of support provided to individuals and groups. Effective communication between teachers and support staff, supported by relevant professional learning, results in high-quality targeted support for children who need extra help.
- Staff across the school are skilled in using information from a wide range of assessments to support learners and plan appropriate next steps. The whole school approach to developing assessment strategies ensures that assessment information is gathered across the curriculum and is integral to planning learning and teaching. Children across the school receive timely and appropriate feedback about their learning in a variety of ways. In all classes, children have the opportunity to take part in peer and self-assessment. As a result, children's skills in identifying their own strengths as learners are developed appropriately as they move through the school.
- All staff have contributed to the school assessment framework, which highlights key assessments to report on pupil progress. This clear framework for assessment ensures that the school has a wide range of data, which is used effectively to track the progress of all children. Data from all assessments is shared promptly by SMT and enables teachers to plan appropriate next steps with children. Termly pupil progress meetings between SMT and teachers have a clear focus on raising attainment for all learners and allow teachers to plan and deliver appropriate interventions. These interventions are planned within a clear time frame, which ensures the impact of support is regularly reviewed and measured by teachers and SMT.
- Staff across the school have taken part in a number of moderation activities at school, family groups and local authority level. This has led to teachers' judgements in assessing literacy and numeracy becoming more robust and reliable. Staff across the school make very good use of opportunities within the planning cycle to moderate learning, teaching and assessment. This ensures teachers have consistently high expectations and standards across all stages.
- Teachers' planning throughout the school is streamlined and proportionate. Teachers plan over different timescales, using curriculum pathways and progression frameworks. The school has developed a clear process for planning across the four contexts of learning.
- The SMT has a clear picture of attainment in literacy and numeracy across the school. Effective processes are in place to monitor and track the progress of individual children and groups of learners. Staff have a clear commitment to raising attainment for all. Staff across the school have a very good knowledge of their school community and potential barriers to learning. Any factors, which present barriers to learning are very quickly identified, addressed and monitored closely to improve outcomes for children.

2.2 Curriculum: Learning pathways

- The school has curriculum pathways and progression frameworks in place for almost all curriculum areas, which are linked to National Benchmarks. Staff use the frameworks flexibly to provide a clear pathway of skills and ensure progression across all levels. There is flexibility within the frameworks to ensure staff can use them to meet the needs of all learners. Staff are skilled in planning meaningful opportunities to develop further literacy, numeracy and health and wellbeing across the curriculum. The flexible curriculum offers good opportunities for children to learn across the four contexts for learning. It is responsive and relevant to the local area, providing opportunities for personalisation and choice.
- A three-year programme for health and wellbeing has ensured that all areas have a clear focus. Based around the wellbeing indicators, the programme allows for personalisation of the health and wellbeing curriculum and ensures it is relevant to the current needs of children in school.
- Staff have a clear focus on interdisciplinary learning and the three-year skills pathway offers children relevant and interesting learning experiences. Children are involved in planning experiences and are able to build on their previous skills and knowledge. They benefit from rich learning experiences in the woodlands and within the school grounds. The school should continue its work in developing a skills pathway, linking both these opportunities to enrich further children's experiences.
- In line with national guidance, children benefit from two hours of quality physical education on a weekly basis, with regular opportunities to take part in outdoor exercise.
- The school has a clear strategy to develop further children's skills for life, learning and work. This fully involves learners and empowers them to lead learning across the school. The pupil leadership team has worked with staff to implement a consistent approach to develop and promote skills across the whole school community. As planned, the school is well placed to take forward the Career Education Standards.
- The school has a well-planned transition programme from P7 to S1 and from early years to P1. Children at P7 describe opportunities they have had to prepare for their transition to Lanark Grammar School. They speak positively about these experiences and how they will be supported with this transition. Comprehensive and well-planned transitions between stages within Lanark Primary ensure that children are well supported across the school.

2.7 Partnerships: Impact on learners – parental engagement

- See choice QI

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. At the time of the inspection, there were no identified areas for development.

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

- Approaches to ensuring the health, wellbeing and inclusion of children, families and staff are highly effective. Under the skilful leadership of the headteacher, the whole school community understand their collective roles and responsibilities very well in relation to ensuring the health and wellbeing of all children. This is improving outcomes for children and families. All staff model highly respectful relationships for children. As a result, a warm, welcoming and nurturing ethos is evident throughout the school. This supports almost all children to feel safe and respected. They know they have a trusted adult who will help them if they have a concern. Children across the school are kind and mutually supportive of each other. Standards of behaviour are very high, resulting in a calm, purposeful learning environment.
- Strongly underpinned by the school values, wellbeing indicators are firmly embedded in daily practice. Children speak confidently about how the values and wellbeing indicators relate to themselves and others. Having a 'wellbeing indicator of the month' as a whole-school focus strengthens their understanding. The school's highly-effective approaches to communication with parents enables families to reinforce these at home. Wellbeing indicators are embedded in teachers' planning, increasing their purpose and relevance for children across the curriculum. Children assess their progress in relation to wellbeing indicators on a regular basis.
- Effective systems and processes are in place to monitor and track children's wellbeing. Staff use this information very effectively to identify and address the individual support needs of children. Senior leaders, teachers and children meet regularly to ensure appropriate interventions are in place. Action plans are clear and concise and targets within action plans are appropriate. Teachers review regularly the progress of these targets with parents and children. A wide range of interventions are in place, supported by effective partnership working, which effectively meet the wellbeing needs of children.
- Many pupil leadership teams have a particular health and wellbeing focus. For example, the 'Kindness Council' launched anti-bullying week activities at a whole-school assembly and promote anti-bullying messages throughout the year. Children are sensitive to the needs of others. Building on the highly successful partnership with 'McClymont House' care home, the 'Youth at Heart' programme has been successfully introduced. The school holds regular social events for older people in the community who may feel lonely. This supports the development of children's confidence and self-esteem. A buddy approach enables children to develop a meaningful relationship with an older person.
- Almost all children feel the school teaches them how to be healthy. Outdoor learning is a key feature of planned learning. All children benefit from regular, meaningful woodland experiences. Staff also use the outdoors successfully to support targeted children with their emotional wellbeing. Appropriate professional learning provides teaching and support staff with the necessary skills and knowledge to meet children's needs. The application of this

professional learning is evident in classroom practice and supports the provision of both universal and targeted support.

- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being met. Children have access to free drinking water. School meals are promoted to parents and children and suitable arrangements are in place to protect the identity of those who are entitled to a free school meal.
- As a result of regular professional learning and guidance, all staff understand and apply the statutory requirements and codes of practice in relation to child protection. Staff have a shared expectation of what is expected and how this might affect children and families. Robust systems are in place to support child protection procedures.
- Staff use their very good knowledge of children and families to support them to attend well. Senior leaders' regular monitoring of attendance, and appropriate and timely interventions, ensure children have high levels of attendance.
- Almost all children and parents feel that the school provides opportunities for children to take part in activities beyond the school day. Most children attend one or more of the activities provided. Effective tracking and monitoring of attendance enables senior leaders to identify, and target, the inclusion of children at risk of missing out. To reduce barriers to participation, clubs are designed to meet the specific interests of children. This is successfully increasing participation levels for targeted groups of children. The school monitors closely participation by gender and takes appropriate action to ensure equality of access.
- The school and Parent Council provide sensitive support to families facing financial hardship. Very strong relationships with parents and families ensures that the specific needs of individual children and families are met. Children are supported to understand the challenges faced by some families. For example, at P3, children promoted and supported the work of the local community food bank through their leadership of the school's harvest festival.
- Teachers ensure that children have planned opportunities to explore societal contexts such as diversity, multi-faith issues, racism and religious intolerance. This includes joint working with a neighbouring denominational school. This session a teacher has taken on board the role of equalities coordinator to strengthen further the school's approach to equality and diversity. The use of British Sign Language is being actively promoted across the school by a pupil leadership team.

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

Overall attainment in literacy and numeracy

- Overall, the data presented by the school demonstrates that most children achieve Curriculum for Excellence (CfE) levels in reading and listening and talking, and the majority in writing and numeracy. Most children with additional barriers to their learning, are attaining appropriate to their individual level of need.

Literacy and English

- Overall, children's attainment in literacy is good. Almost all children, including those with additional support needs, are making good progress.

Reading

- Overall, children's attainment in reading is good. At early level, children can use picture clues to answer questions. Most children are improving their knowledge of sounds to identify letters in words. Creative approaches, such as outdoor campfire reading, successfully engage children to enjoy books. At first level, most children can successfully explain their preferences for a variety of authors and texts. They explore characters and their importance in plot development using a range of strategies, such as 'character ladders'. At second level, children can read fluently aloud, using appropriate pace and tone to provide expression and interest. They skim and scan to locate information in texts and summarise the main ideas of texts with appropriate detail. For example, children recently read a news article about fireworks and wrote an opinion to inform discussions in school. The school should continue to build on creative approaches for example, the 'river of reading', to further engage children in reading for enjoyment.

Writing

- Overall, attainment in writing is satisfactory. As a result of recent interventions to raise attainment, most children are making good progress in writing. Teachers' regular provision of relevant and meaningful contexts enhances the quality of children's writing. The majority of children know how they can improve their writing as a result of effective feedback. The majority of children at early level form letters accurately. They apply their writing skills to make simple signs and labels. They need to practise writing sentences with a capital letter and full stop. At first level, children accurately select and spell appropriate vocabulary to convey information in lists, instructions and recipes. They need practice in writing imaginatively. At second level, children write for a range of purposes, choosing appropriate layout and presentation. The majority of children have a strong understanding of the use of figurative language to enhance imaginative writing. Across the school, children would benefit from more opportunities to write poetry.

Listening and talking

- Overall, attainment in listening and talking is good. A well-planned programme to develop children's listening and talking skills is successfully raising attainment, particularly at the upper stages. As a result, most children demonstrate their listening and talking skills well and are making good progress. Weekly discussion topics support children to reinforce their listening and talking skills at home. At early level, the majority of children listen and take turns to talk in pairs. The majority of children confidently interact with each other and adults. At first level, most children successfully build upon others' ideas in planned group discussions. They offer opinions and justify their ideas. At second level, most children explain features of persuasive talking and apply these in context. For example, children debated their preferences of a book or film version of popular fiction. Across the school, children need to develop and apply their listening and talking skills further in a wide variety of contexts.

Numeracy and mathematics

- Overall attainment in numeracy and mathematics is satisfactory. Attainment is strongest at early level, with most children achieving early level. A range of evidence supports the school's judgement that the approaches to raising attainment in numeracy, particularly in mental mathematics, are contributing to improved attainment, particularly at first and second level.

Number, money, measure

- At early level, almost all children are developing confidence in working with number. Most children recognise, write and order numbers within 10 and have opportunities to extend this to numbers to 20 and beyond. The majority of children identify numbers before and after a given number within 10. The majority of children work with number doubles within 10 and are developing effective mental mathematics strategies to help them with this. Most children working within first level round whole numbers to the nearest 10 and 100. The majority of children have a good understanding of place value and recognise the value of digits. Most children transfer skills taught through mental mathematics to their work in number processes and are able to discuss the most effective strategies. Most children tell the time including quarter past and quarter to the hour and are becoming more skilled in calculating duration of time. At second level, most children round numbers to six digits. The majority of children convert common units using decimal notation. The majority of children order fractions and decimals and explain the link between a digit and its place value. Across the school, children would benefit from further planned experiences to develop skills and confidence in working with decimals, fractions and percentages.

Shape, position and movement

- Most children at early level, name two-dimensional shapes and identify properties within these. Most children use positional language appropriately to both follow and give directions. At first level, most children use grid references and understand their purpose. Most children at first level demonstrate the ability to describe the properties of two-dimensional and three-dimensional shapes, including vertex, side and face. The majority of children at second level, describe a range of angles including acute, obtuse, straight and reflex. Most children describe the properties of three-dimensional shapes and can understand the relationship between three-dimensional shapes and their nets.

Information handling

- Children across the school describe and use a number of different methods to collect, collate and present data. They use tally marks and bar graphs effectively at early level and extend this to line graphs, Venn diagrams and pie charts at first and second level. Children apply their use of information handling appropriately across other areas of the curriculum. The school should now embed the use of digital technology in this area to further develop children's skills.

Attainment over time

- The school has year-on-year data for the last four years in relation to achievement of CfE levels. This data shows fluctuation in children's attainment over time, in part due to teachers' developing skills in assessing children's progress. The increased reliability of teachers' professional judgements means that current attainment data is accurate. The SMT and teachers track individual children's progress to ensure improved outcomes. They track effectively all year groups and targeted cohorts. As a result of effective moderation practices and sound monitoring and tracking procedures, the school is well-placed to continue to raise attainment across the school.

Overall quality of learners' achievement

- Children are provided with many engaging opportunities to participate and achieve. Reflecting the school's vision, these opportunities help to build their confidence and self-belief. All staff target children at risk of missing out and support them well to participate in school events and activities. Children's achievements, including those out of school, are recorded and celebrated at assemblies, displayed throughout the school and on social media.
- Whole school achievements are celebrated regularly enabling children to become confident individuals. The school has received a gold sportsotland School Sport Award as a result of participation in sporting events and Active Schools' clubs. Children have a strong sense of their community through participation in local events, such as 'Lanimer Day' celebrations.

Equity for all learners

- Staff have a very good understanding of the socio-economic background of all children. They use a range of interventions well, which are tailored to meet individual children's needs. Additional staffing has been funded by the Pupil Equity Fund, to provide small group or one-to-one tuition for children requiring additional support in literacy and numeracy. This is beginning to have a positive impact on improving children's attainment. The school has effective strategies in place to remove potential barriers to learning and ensure that learners achieve and attain as highly as possible. The Pupil Equity Fund is used well to remove financial barriers to children's participation in learning experiences, such as going on educational visits and excursions.

Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- As a result of the open-door culture created by the senior management team, almost all parents feel comfortable approaching the school with concerns. The shared understanding of the school's values ensures that improving outcomes for all learners is at the heart of the work of the school. Parents feel welcome in the school. They support the school by volunteering for tasks and activities or sharing their skills and expertise. Highly effective approaches to communication ensures that almost all feel informed about their child's progress and receive information at appropriate times. Throughout the year, parents have opportunities to view their child's learning. For example, through learning showcases, 'see your child at work' days and parents' evenings. Staff use written feedback effectively from parents and children following shared learning sessions, to inform next steps in learning.
- Informative workshops support parents to understand approaches to learning and teaching, such as the introduction of new approaches to developing mental agility. Staff share a termly overview of planned learning with parents, enabling them to support learning at home. Almost all parents feel the school gives them advice on how to support their child's learning at home. Attendance at the weekly homework club by children and parents is good. Parents appreciate the support and guidance provided by staff during homework club sessions.
- A culture of collaboration and joint responsibility for all children is a key feature of partnership working. Effective strategic planning helps maximise the impact of joint working. All partners are positive about their involvement with the school. They are clear about the expectations of them. Senior leaders make partners feel valued, respected and empowered. They know that senior leaders will challenge them if necessary and value and respect this. Partners and staff engage in professional learning that allows them to learn from, and with, each other. They evaluate the impact of joint working together. Active engagement with partners strengthens leadership at all levels.
- Staff participate in structured opportunities to collaborate with other schools, at learning community, local authority and inter-authority level. Their participation in moderation activities is enabling the sharing of good practice and is strengthening their professional judgements. Children have hosted visits from peers from other schools to share their experiences of outdoor learning.
- The Parent Council actively support the school to promote parental engagement. Working with the school, they have developed approaches to engage with parents to support learning as part of the current school improvement plan. Their audit of current strategies used by the school demonstrates the wide range of opportunities currently provided and identifies steps for further improvement.
- The school plays an active role in the local community. An active and supportive Lanimer Committee helps the school to participate in the annual 'Lanimer Day' celebrations. Partnership working with community groups and organisations, such as a local care home, are contributing significantly to children's learning experiences.

Practice worth sharing more widely

The school is adept at connecting their values, wellbeing indicators and children's rights. This is a major strength of the school. In particular, the children's knowledge and understanding of these three areas is very strong, as is their ability to make connections to all other areas of school life and learning. This has enabled the children to self-regulate, be resilient and to be more active and health conscious. The pupil leadership teams are very clear about their purpose and remit. The choice of groups is very relevant to the school improvement plan and the school's links in the local community. Children feel empowered to make decisions about their school in these groups including school improvement. The health and wellbeing curriculum is very well-planned with clear progressive pathways in place across the school including physical health, mental health and healthy lifestyles. This encourages the children to make positive choices to improve their health and wellbeing.

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.