

Summarised inspection findings

St Bride's Primary School and Nursery Class (Cambuslang)

South Lanarkshire Council

16 September 2025

Key contextual information

St Bride’s Primary School is a Roman Catholic school with a non-denominational nursery class. The school serves the Cambuslang area of South Lanarkshire. At the time of inspection, there were 266 pupils on the school roll, taught from P1 to P7 across 11 classes. The headteacher has been in post since 2022 and is supported by two depute headteachers who share the equivalent of one full-time post. There is one acting principal teacher.

A majority of children live in Scottish Index of Multiple Deprivation deciles one to four. Across the school 10% of children have additional support needs or have English as an additional language.

1.3 Leadership of change	good
<p>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:</p> <ul style="list-style-type: none">■ developing a shared vision, values and aims relevant to the school and its community■ strategic planning for continuous improvement■ implementing improvement and change	

- All staff have created a warm, welcoming, and inclusive environment. Across the school, staff work well together and, as a result, children feel happy, safe, and valued. The whole school community places high importance on children's emotional and social wellbeing. Staff build caring and supportive relationships with each other and with children. This helps create a calm, nurturing place where children can learn and grow. All staff have firmly established the school’s values. These were developed with the school community and reviewed by everyone involved with the school to ensure they are meaningful to all. Children, parents, staff, and partners regularly explore Gospel values through assemblies and discussions.
- The headteacher is well respected by the school community. She has created a positive, welcoming atmosphere where children and their families feel valued and included. She is well supported by the depute headteachers, and together they form an effective leadership team. They set high standards for learning and behaviour, working well together to make sure every child is encouraged to do their best and reach their full potential.
- Over the past three years, the headteacher has led an ambitious plan to improve the school. This plan has been informed by a wide range of appropriate information and data. Senior leaders understand what needs to be improved and have used this knowledge effectively to make positive changes. This has included improving teaching and learning through a focus on talking and listening and metacognition; and better interrogation of data to support disadvantaged children, including those with additional learning needs. While some progress has been made, the changes implemented are not yet being used consistently throughout the school. Moving forward, senior leaders should improve the strategic use of self-evaluation to better inform the pace of change. Their self- evaluation processes should involve all staff, children and parents. Senior leaders seek parental feedback to support their evaluation of the work of the school. For example, they gathered parental feedback via a survey which has influenced work on the new relationships policy. Senior leaders should continue to develop

approaches that involve all stakeholders more effectively in self-evaluation processes. This should help to ensure that stakeholders fully understand how their views influence change.

- Senior leaders are beginning to develop connections between self-evaluation, improvement planning and professional learning. As a next step, senior leaders should create a robust system to monitor how well the changes they make are helping children learn and do their best. There is a need for senior leaders to ensure that important changes are fully embedded and consistently applied across the school, by focusing on areas that will make the biggest difference.
- Senior leaders support staff effectively to understand the social, economic and cultural context of the local community. They know all children, their needs and their backgrounds well. Almost all of the school's allocation of Pupil Equity Funding (PEF) is used for additional staffing to support the delivery of targeted interventions and improve attendance. Senior leaders should continue to ensure that approaches to monitoring and evaluating the impact of all PEF interventions are clear, robust and understood by all. This has the potential to help senior leaders and staff to demonstrate more fully their successes in closing the poverty related attainment gap.
- In response to children's views, staff revised their approach to children's 'Leaders of Learning' groups this session. The school's recently established pupil leadership groups are beginning to support children at all stages to take part in a variety of meaningful leadership roles. Children confidently help lead changes by being leaders of learning and part of pupil committees. These groups, which have a say in how the school improves, include, eco-schools, Laudato Si, enterprise, attachment, health and wellbeing, literacy and STEM. Children feel that meeting regularly in their groups has continued to improve their opportunities for participation in school life. They lead a wide variety of initiatives as part of these groups, and children can identify the skills they develop across the four capacities. Children are proud of the positive changes they are beginning to make in their learning and school community. Most children feel their voices are heard and are happy to share their ideas with staff. They see themselves as people who can make a real difference in their school and community.
- Senior leaders use a range of approaches to quality assure learning and teaching, such as class observations, learning conversations with children and tracking a variety of data. Senior leaders need to ensure that the quality assurance calendar is more comprehensive to provide a more coherent overview of the work of the school. Using more rigorous quality assurance processes should help senior leaders monitor more closely the impact of change and improvement. For example, senior leaders' monitoring of the current implementation of the progression pathways should be included in tracking meetings to ensure they are supporting children's progress effectively.
- There is a growing culture of leadership throughout the school. A few staff members have taken on leadership roles in areas such as literacy, numeracy, health and wellbeing. Their work in these roles is making a positive difference for children. Senior leaders should extend leadership opportunities and high-quality professional learning experiences to the whole staff team including support staff. These leadership opportunities should be linked to the school improvement priorities and continue to build staff capacity to lead change.
- All teachers take part in classroom visits to observe each other's teaching and share ideas. They report that they find these visits helpful for reflecting on their own practice and improving their skills. Building on this, senior leaders should continue to provide staff with opportunities to visit other schools. This will strengthen further staff's understanding of what highly effective teaching and learning looks like in different settings and curriculum areas. This will help them

understand national standards and expectations, supporting them to develop a broader, more informed view of effective practice beyond their own school.

2.3 Learning, teaching and assessment

good

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

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

- Across the school, staff have created a nurturing and inclusive ethos. Staff have warm, caring relationships with children and children form positive relationships with their peers. Children are confident and proud of their school. They benefit from calm spaces within their classrooms and use these independently to help regulate their behaviour. Staff use nurture strategies and interventions which have a positive impact on supporting children to understand and manage their emotions.
- Children's behaviour is positive most of the time. They talk well about how their school values, 'caring, respected and responsible' help them to make positive choices. In a few classes, children do not receive sufficient challenge in their learning. This leads to children's disengagement in learning and low-level disruptive behaviours which impact on the engagement of others. Most of the time, staff's sensitive encouragement enables children to use the supports available to them to refocus successfully on their learning.
- Most children interact well during lessons, working together in pairs or small groups. They respond positively and are particularly enthusiastic about learning that is directly related to their interests. Too many lessons are overly teacher led. A minority of teachers provide limited opportunities for children to lead their own learning. Staff across the school should now consider how to incorporate more challenging experiences and opportunities for active and independent learning in day-to-day lessons.
- In the majority of lessons observed, teachers clearly communicate the purpose of learning and provide pupils with guidance on how to achieve success. In the most effective lessons, pupils are actively involved in co-constructing success criteria, and teachers share high quality explanations and instructions that enhance understanding. However, this practice is not yet embedded consistently across all classes. Only a minority of pupils can articulate the steps they need to take to improve their learning. Staff should collaborate more regularly to share and embed effective strategies across the school, ensuring greater consistency in teaching and pupil engagement.
- In a minority of lessons, teachers use a range of questioning techniques well which supports children to extend their thinking. Overall, teachers are over reliant on using closed questioning which results in children providing simple responses. As a result, children's engagement in lessons is diminished. This leads to the instances of low-level disruptive behaviours and slower progress in learning. As planned, staff should develop their questioning techniques to improve the quality, consistency and challenge in learning, while encouraging children's deeper thinking.
- All staff have undertaken professional learning on providing feedback to learners. Most teachers use praise well and provide supportive verbal and written feedback. Most teachers

use formative assessment strategies to check for children's understanding. However, teachers miss opportunities to use these strategies in a timely way to inform pace and challenge within lessons. Teachers should continue to develop their approaches to assessment to ensure their feedback on next steps is more specific to help children improve.

- Teachers use digital tools consistently, including coding platforms and on-line apps to display learning and the majority use a range of digital devices including computers, laptops and digital cameras to enhance and capture learning. Children develop their technological skills well through progressive, planned opportunities, and talk confidently about their developing coding and presentation skills. They would now benefit from further opportunities to apply these skills in more challenging contexts.
- At early level, approaches to learning through play are having a positive impact on children's ability to apply their skills in contexts linked to their interests. Children enjoy free play and talk with confidence about what they are doing. At times, the quality of children's play can be constrained by the nature of the materials provided, limiting personalisation and choice. As staff develop their questioning skills, their range of interactions should also be further developed to promote curiosity and problem solving. As planned, staff should continue to engage with national guidance, build on practice within the early years class, and look outwards to other schools. This will support them to develop a shared understanding of high-quality approaches and to increase meaningful opportunities for creativity and curiosity.
- Teachers employ a variety of assessment approaches, including formative, summative and standardised assessments. They use the outcomes of these assessments appropriately to inform the provision of long-term supports and interventions for groups and individual children. A staged intervention approach is used when planning for children with additional support needs. Teachers plan a range of targeted interventions that support children's learning well. Senior leaders review these interventions regularly and use their evaluations to inform future planning. Teachers capture well a range of children's assessments in a 'snapshot' jotter. Staff should use assessment information more responsively to better inform their short-term planning. Children have regular opportunities to self and peer assess their work. They would benefit from continued guidance in linking this feedback to their steps for success. Senior leaders should now review the school's assessment framework to ensure strategic consideration around the timing of how data is gathered and used. This will support staff in planning to meet all children's learning needs more effectively. A significant minority of children are capable of achieving more. Teachers should review their use of assessment data to ensure all children experience sufficient support and challenge in their learning.
- Staff meet with colleagues from cluster schools to moderate standards in writing throughout the year. Teachers participate in peer visits and meet informally within and across stages to moderate standards of work in other curricular areas. Staff would benefit from further formal opportunities to strengthen their confidence and understanding of achievement of a level. Senior leaders should provide opportunities for staff to use the national Benchmarks more evaluatively to build a shared understanding of progress and achievement.
- Senior leaders hold tracking meetings termly with teachers. Senior leaders discuss the impact of planned learning on children's progress across the curriculum using a 'fact, story, action' approach. These meetings support staff well to understand the learning profile of all children. They use the information they gather to plan and implement interventions for children who are not achieving expected levels. Senior leaders now need to apply greater rigour in tracking meetings to ensure that there is increased focus on monitoring the pace, challenge and progress of all children, including high achieving learners.

2.2 Curriculum: Learning pathways

- Staff use local authority progression pathways and planners which provide appropriate and progressive learning pathways across the curriculum. Teachers are at the early stages of using these to inform their planning. They would benefit from further support and guidance to ensure a shared understanding of high-quality planning and successful implementation of the new frameworks. This will help children to learn progressively across all curricular areas.
- Children are beginning to develop their understanding of skills linked to the four capacities of Curriculum for Excellence (CfE). These align to skills' frameworks which are displayed in every class. As children's understanding of the skills they learn develop, a next step is to incorporate these into their personal termly target setting.
- Staff plan transitions carefully at P1 and P7 to help ensure continuity in children's learning, wellbeing and progress. Children requiring additional support benefit from enhanced transition programmes to support them as they move into a new stage of learning.
- Staff actively promote reading for enjoyment. All children have access to a range of books, both in the classroom and from the small library spaces across the building. These have recently been reviewed, and children can access a diverse range of books. Children speak positively about the books they read and enjoy making recommendations to others. Children at P1 and P7 work well together during weekly shared reading sessions. These allow children in P7 to apply their listening and talking skills in a meaningful context. All children participate in daily reading for enjoyment.
- All children receive their full entitlement of two hours of high-quality physical education (PE) each week, with a blend of indoor and outdoor lessons. Staff should consider providing spare PE kit to allow all children to fully participate in all activities.
- Children learn Spanish from P1 to P7. In P1, children enjoy singing in Spanish and older children use simple language in their daily routines. In addition, children in P 5 to P 7 engage with Scots Language during dedicated focus weeks, which are effectively linked to Scottish cultural celebrations. This approach supports their understanding of linguistic diversity and cultural heritage.
- Staff are at the very early stages of developing opportunities to learn outdoors. A few classes use the school grounds to apply learning in different ways. As planned, the school should extend outdoor learning experiences for children, using the wider community and partners to enhance and support this.
- Children receive their entitlement to religious learning and observance. The Catholic ethos permeates the school. Throughout the year, children are involved in leading and sharing the liturgy with the school and church communities. Children lead lunchtime rosaries and share responsibilities for Mass with staff and families each month. Children can explain how this helps them to share their faith as a school community. Through the Laudato Si schools programme, children and staff have a shared focus on improving 'the common good'. This is linked to work in learning for sustainability and has resulted in a range of activities including 'Clean up Cambuslang' litter picks and 'Waste Free Wednesdays'. Children speak confidently about how these activities are improving their local area, now and for future generations. Children in the 'Mini Vinnies' group organise charitable events and raise awareness of the purpose and impact of these with partners from the St Vincent de Paul Society.

2.7 Partnerships: Impact on learners – parental engagement

- Staff and children benefit from strong partnerships with parents, the local community and the Parish of St Bride's. Parents take part in a variety of activities where families and children can learn together, such as themed 'Family Learning Afternoons' and prayer breakfasts.
- The Parent Council is highly regarded within the school community and very supportive of the school. They help raise money to provide extra resources that improve learning for children and fund additional learning experiences for children, including school trips. They also plan social events for children such as discos. They are highly visible across the school community and support pre-entrant events. They regularly attend parent's evenings to raise awareness of the work they do.
- Parents are provided with a few opportunities to fill out surveys to share their views on different topics, like the relationships policy and homework. This helps families feel more connected and involved in school life.
- Staff keep parents up to date with what their child is learning in different ways, including newsletters, the school website, and social media.

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

- Across the school, supportive relationships between staff and children ensure the positive wellbeing of children. Staff know children and families very well and use the relationships they develop with families very effectively to improve outcomes for children. This is particularly evident in the work undertaken with targeted families over the past two years to increase children's attendance. Staff's understanding of families' wellbeing needs has increased significantly, enabling them to better provide the right level of support to help children to attend school.
- Staff's nurturing of family and community relationships is a strength of the school. Senior leaders have begun to develop a Relationships Policy in partnership with children, staff and parents. The completion of this policy will support the whole school community to have a shared understanding of expectations and approaches being used to support children.
- Senior leaders use school assemblies and monthly newsletters to reinforce children's understanding of their rights, wellbeing and the school values. These support the whole school community to develop further their understanding of these. As planned, staff should continue to develop children's understanding of their rights.
- Almost all staff place the principles of nurture at the heart of what they do, resulting in almost all children feeling safe. Across the school, children have daily opportunities to share their emotions. They make use of calm areas to help them regulate their emotions when required. Staff formally assess the emotional wellbeing of all children annually to identify those needing support. All staff have undertaken professional learning, enabling them to promote emotional literacy and wellbeing. As a result, staff use a consistent, structured approach. A few children at the upper stages apply these techniques confidently using a range of strategies to manage their emotions more effectively. Staff use their skills to support effective restorative conversations, supporting children to resolve difficulties quickly. Almost all children believe the school deals well with bullying or say they have never experienced it.
- Children self-assess their wellbeing against the wellbeing indicators twice a year, enabling staff to provide appropriate and timeous support as necessary. Children understand the wellbeing indicators and explain how these relate to their own lives with increasing confidence. Trained staff deliver nurture intervention programmes designed to meet the specific needs of individuals, often delivered in the 'Crystal House' nurture room. This dedicated nurture space provides children with a calm environment, where welcome routines are well established, and children's emotional development needs are met very well. Staff's robust tracking and review of children's progress demonstrates the positive impact this support has on individual children's readiness to learn and manage their emotions. Staff adjust the level and nature of support as children become more confident through this intervention.

- Staff's engagement in a range of relevant professional learning enables them to support children's wellbeing very well. Staff are particularly sensitive to the needs of children experiencing trauma, including bereavement. Families greatly appreciate the sensitive support provided by staff. All staff have increased their ability to support children exhibiting distressed behaviour and attachment difficulties. This is helping children to develop resilience and overcome difficulties.
- Almost all children feel the school teaches them how to have a healthy lifestyle, through classwork, clubs and activities. Children, particularly those at the upper stages, have a range of opportunities to engage in a variety of sporting activities. Staff use PEF to remove financial barriers to enable the participation of all children in clubs and sports. As a result, almost all targeted children participate in lunchtime or after-school clubs. Senior leaders introduced the use of South Lanarkshire Council's health and wellbeing curriculum progression planners at the start of this session. Staff have begun to implement these planners to inform their delivery of all aspects of the health and wellbeing curriculum, including physical education. Senior leaders should, as planned, ensure staff review the effectiveness of this planning to identify any gaps that may have arisen due to their implementation.
- Children are proud of their contribution to health and wellbeing initiatives and events across the school through their role as health and wellbeing leaders. Partnership working with Active Schools staff supports children in P7 to gain skills enabling them to be young sports leaders.
- All staff have undertaken annual training, are aware of their statutory duties relating to child protection and carry these out very effectively. Senior leaders and staff support children's wellbeing very well through effective planning, tracking and monitoring. Staff implement a staged intervention process in accordance with local authority guidance and use targeted interventions when required. Senior leaders engage in termly tracking meetings with class teachers to review children's progress and monitor the effectiveness of planned interventions. Senior leaders provide helpful guidance for staff to complete high quality additional support plans, that contain appropriate targets that are clear and measurable. They ensure that children and parents are involved in the review of progress.
- Staff work with a range of partners to support the assessment of children with an identified need. Support assistants engage in relevant professional learning, enabling them to successfully deliver specific targeted intervention programmes. These support children to overcome barriers to learning well.
- Staff recognise the need to develop further children's understanding of diversity and inclusion and are taking positive steps to address this. There is a strong Catholic ethos across the school. Staff encourage children of different faiths within the school to share this with their peers to enhance understanding. Popular prayer breakfasts provide regular opportunities for the school community to come together irrespective of their faith.

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, children's attainment in literacy and numeracy is very good. At early, first and second levels, most children achieve expected CfE levels in literacy and numeracy. A few children across the school are capable of achieving more in literacy and numeracy.
- A few children require additional support in their learning. Most of these children, including those for whom English is an additional language, make very good progress towards their individual learning targets.
- Most children are on track to achieve expected levels in literacy and numeracy at early, first and second levels by June 2025.

Attainment in literacy and English

- Overall, most children make very good progress in literacy and English.

Listening and talking

- Most children at early level recognise a range of rhyming words. They participate enthusiastically in songs and stories and can describe likes and dislikes. Most children at first level answer questions well in discussions, sharing their views. At second level, children listen well and build on the contribution of others.

Reading

- Most children at early level use their knowledge of sounds and letters very well to read simple words and sentences. They use picture clues confidently to support their understanding and can answer simple questions about a text. Most children at first level are confident in answering a range of literal and inferential questions relating to a text and can summarise and predict effectively. At second level, most children read with fluency using expression and tone well. They respond to a range of questions and can identify fact and opinion with suitable explanation.

Writing

- At early level, most children are beginning to write for a range of purposes in play and real-life contexts. Most write legibly using capital letters and full stops appropriately in sentences. At first level, most children spell correctly. They organise their writing in a logical order using planning formats to help them. Most children at second level plan their writing well using note taking. They write successfully in a range of different non-fiction genres, such as persuasive and report writing.
- Children across the school would now benefit from increased opportunities to demonstrate and apply their writing skills in different contexts across the curriculum.

Numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children count accurately forwards and backwards in sequence. They estimate the number of objects in groups accurately and check estimates by counting. At first level, most children demonstrate mental agility skills appropriately for their stage. They use estimation and rounding skills well and explain their processes for solving number operations, such as addition and multiplication. Children use money confidently, giving change from £5 accurately. Children are less confident in division calculation and would benefit from further practice of this concept. Most children working towards second level identify the steps needed when solving word problems and carry out calculations confidently and accurately. They apply their knowledge and skills in number and money well in real-life contexts.

Shape, position and movement

- At early level, most children confidently identify two-dimensional shapes (2D) and three-dimensional (3D) objects. They use the language of position and movement well when playing games, including behind, in front, above and below. At first level, most children use appropriate mathematical language to describe shapes. They know the properties of a range of common 2D shapes and 3D objects including side, face and edge. Most children working towards second level confidently classify, measure and draw a wide range of angles, including straight and reflex angles.

Information handling

- At early level, most children confidently interpret simple graphs and know that graphs can be used to gather information about choices and decisions. Most children at first level gather and display data using tally marks and block graphs. They confidently interpret data from simple graphs and charts. Most children working at second level confidently analyse a variety of simple data. Across the school, children would benefit from increased experiences to develop their data handling skills through real life contexts.

Attainment over time

- Overall, attendance levels for 2023/24 were 94%, in line with the national average. There have been no exclusions for several years and no child attends school on a part-time basis. Senior leaders monitor attendance rigorously and take prompt action when they identify cause for concern. As a result, overall attendance now exceeds pre-pandemic levels, while remaining in line with the national average. Over the past two years, a highly successful 'test of change' project, supported by the local authority, has led to improved attendance for individual children. In year one, almost all targeted children improved their attendance by over 5%, ensuring all children's attendance rose to above 70%. Last session, most children in the target group improved their attendance. Families benefit from an increasingly supportive culture across the school. A key factor in this success has been the significant improvement in staff empathy and relationship-building with families. The success of this 'test of change' project has been shared with other schools.
- Senior leaders effectively use local authority systems to track children's progress in literacy and numeracy over time. They analyse this data appropriately to monitor the impact of interventions aimed at improving outcomes. As a result, they have a strong understanding of children's progress and attainment. They also recognise the importance of continuing to use this data to identify specific attainment gaps across all stages and for all learners.

Overall quality of learners' achievements

- Children are very proud of their achievements. Staff recognise, share and celebrate children's achievements both within and out with school regularly through school assemblies, wider achievement displays and social media posts. This builds children's confidence well.
- Almost all children talk positively about the range of activities and clubs available across the school, including yoga, chess, football, netball, athletics, Mini Vinnies and choir. Staff also deliver 'masterclasses', activities out with the curriculum, delivered by staff which all children take part in, every Friday. Children have a say in the masterclasses which are offered and select which one they wish to take part in every four weeks. Children verbally articulate the wide range of skills that they are developing as a result of their involvement in these learning opportunities.
- Senior leaders track targeted children's participation in groups and activities closely. Senior leaders should now consider how they could best track the skills developed through participation in groups or activities. This will ensure that children know what skills they are developing across different experiences.
- Children and staff have achieved a few national accreditations and awards for sports, digital education, wellbeing, sustainability and reading. They also take part in a nationally recognised faith award. As a result, children are developing their faith in action as global citizens.

Equity for all learners

- Senior leaders and staff are committed to equity in education. Senior leaders use PEF to provide very effective interventions for children. This has supported improvements in attendance and attainment of targeted children. Senior leaders carefully track children supported by PEF and monitor the impact of interventions on raising attainment and closing identified gaps. As a result, the poverty related attainment gap is closing in literacy and numeracy.
- The school has a comprehensive policy outlining approaches to reducing the cost of the school day, and signposting families to available support. All children have access to a free breakfast club and a newly introduced 'Toast on the go' system for children who arrive after breakfast club. This approach, supported by Parent Council funds, PEF and, at times, external funding, ensure that all trips and activities are free or highly subsidised, for those children who are at risk of missing out. Staff's approaches support children's equity of opportunity and reducing financial barriers to participation very well.

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.