

Summarised inspection findings

Muirkirk Primary School

East Ayrshire Council

8 November 2022

Key contextual information

Muirpark Primary School and Early Childhood Centre are located in a new building in the village of Muirkirk in East Ayrshire, southwest Scotland. The headteacher has been in post for almost 5 years and is assisted by a depute headteacher.

Currently 100 children attend the school across five classes. Twenty eight children attend the Early Childhood Centre. The centre also provides support for 2-year-olds.

In 2020/2021, there was 91.1% attendance, which was below the national average. 4.2% of absence was COVID-19 sickness or isolation with provision for home learning. While schools were closed in 20/21 there was 100.0% attendance of home learning.

There were no cases of exclusion in 2020/2021.

In September 2021, 24% of P5-P7 pupils were registered for free school meals

In September 2021 staff reported that 32 per cent of the roll had additional support needs.

In 2020, 93.2% of children live in areas of socio-economic disadvantage.

1.3 Leadership of change

good

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

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

- The headteacher, and all staff, demonstrate a clear commitment to improving outcomes for all children. They value children as individuals and constantly seek opportunities to help them develop as successful, happy, achieving, respectful and positive (SHARP) people. These SHARP values, developed in conjunction with a wide range of stakeholders, are reviewed annually. Children understand what each value means for them and strive to uphold them. This is evident throughout school. Children appreciate the regular reinforcing of these values through assemblies, reminders in class and the playground, and through the issuing of SHARP certificates. Every member of staff plays a significant part in exemplifying Muirkirk's motto where 'every child counts' and 'every moment matters'.
- Staff have a clear, shared understanding of the local context and of the increased challenges for children and their families. COVID-19 strengthened partnership working with the local community. It brought valuable opportunities to build upon emerging innovations such as outdoor learning and online learning journals. These journals are successfully encouraging parents to be more engaged with their children's learning.
- Senior leaders prioritised the wellbeing of children and their families throughout the period of the pandemic. Developing positive wellbeing and mental health in children continues to be a focus of the school priorities, along with improving literacy, numeracy and digital skills. All

stakeholders are consulted at least annually about the priorities for school improvement. Currently, however, the school improvement plan is wide and varied. Senior leaders should streamline the school improvement plan and identify clearly priorities that will make the biggest difference to children's experiences and outcomes. In order to be able to measure more effectively the impact of the improvement actions it will be helpful to have clearer and more specific outcomes for children. Staff should continue, as planned, to develop a child friendly version of the school improvement plan, in order to inform children better of the priorities for their school.

- All staff recognise that self-evaluation is an integral part of supporting improvement. Senior leaders plan a wide range of opportunities throughout the session for staff to reflect on progress made against planned priorities. While recognising the difficulties in working together over the last two years, staff now need to ensure that these conversations and reflections are rigorous enough to inform next steps for improvement. Moving forward, staff should, as planned, make use of outward looking opportunities to enhance further their self-evaluation activities ensuring these are accurate, rigorous and robust.
- All teachers appreciate and take pride in their whole school leadership roles that are linked to school improvement priorities. Staff recognise their role in driving forward school improvement, and developing children's skills for life, learning and work. These leadership opportunities include: to develop further trauma informed practice; whole school nurturing approaches; and extend the use of the outdoors as a learning environment. Teacher's professional learning is evident further in the successful development and subsequent use of the writing framework. Support staff welcome their inclusion in professional learning opportunities such as developing numeracy skills. They willingly lead, for example, children as playground buddies. Staff value the opportunities they have to work together and share effective practice. Teachers and support staff do not have quality time to plan learning activities together. Senior leaders should consider creating opportunities for teaching and support staff to plan together to enhance the implementation of strategies in classrooms. This will lead to more effective use of resources and support for children.
- Staff have adapted well to the numerous changes necessitated by the pandemic. Staff use a range of assessment approaches and interventions to support children. Staff use the local authority systems to track the progress of children. This approach, alongside tracking conversations with senior leaders, and data from pre and post specific support interventions, enables staff to monitor children's progress. There is scope for these tools to provide more focussed data which would help monitor children's progress more effectively. Staff identify which children may benefit from universal or targeted supports and deploy a range of interventions in order support children's learning. The staff team are well-placed to rationalise their approaches to assessment of need and subsequent interventions for children.
- Children at P4 to P7 enjoy the opportunities to develop their leadership skills through a variety of leadership groups. These groups change annually depending on the interests of the children. In recent years, children learned about what inclusive practice means and began to understand some support needs children may have. This increased awareness of children's needs led to the development of inclusive practice boxes in each classroom. These boxes contain a variety of objects, such as spell checkers and number lines, to help children with their learning. Another group learned about leadership skills and applied them successfully when planning and running a community project. This project raised effectively the profile of mental health within the local community. All children in the P6/7 class are excited to be invited to share their leadership journey at the Scottish Learning Festival this year.

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

- Staff have created a calm, positive, nurturing learning environment that reflects the school's vision and values. This ethos is underpinned by mutual respect and a commitment to children's rights. Children benefit from being part of this strong learning community in which there are positive and respectful relationships with staff and peers. Children are considerate of others, respectful, helpful and mannerly.
- In most lessons, children are attentive and engage well in their learning experiences, particularly when presented with tasks and activities that offer the appropriate level of challenge. In almost all classes, children are supported to work independently, in pairs and groups. Staff are committed to building children's resilience in all aspects of their learning. Across the school, children are learning that 'mistakes' are part of learning. At all stages, children are encouraged and supported meaningfully to develop strategies that will help them overcome problems. Children are developing confidence to tackle challenging tasks. As a result, children learn in a purposeful and nurturing environment where they feel valued as individuals and encouraged to do their best. Almost all children show tolerance and respect for their peers.
- Staff are interested in every child and use a range of inclusive and supportive strategies to help children participate and contribute well to their learning experiences. Positive, caring and warm relationships help children be kind and caring towards each other. All learning spaces are used effectively. Classrooms are well organised to ensure children access resources easily and independently.
- Children at P1 enjoy learning activities based on the principles of Realising the Ambition: Being Me in a nurturing environment. This ensures that learning is motivating and meaningful allowing children to lead their learning in a wide range of learning environments. Children at P1 access a range of resources and experiences appropriate for children's age and stage of development in their classroom. Staff at early level, including from the nursery, work well together to ensure that play pedagogy is consistent for children through their early level experience. This helps children's engagement, curiosity, independence and confidence.
- Staff work effectively with the local community to support and enrich learning activities and to develop children's skills for learning, life and work. Children also contribute positively to the local community.
- At all stages, children have regular opportunities to learn outdoors. The local area is used extensively in interdisciplinary learning activities. Children engage well in these activities and are developing an awareness of how to be a responsible citizen. Staff are developing their own approaches to, and understanding of, skills development and how they apply these across all

curricular areas. In most classes staff are increasing children's understanding of the skills they are developing in their learning.

- Overall quality of learning experiences is good. There is scope for increasing the level of challenge particularly for children who are able to work well independently. Staff work together to continuously improve consistency of language, continuity and progression in learning and teaching. For example, staff are committed to developing collegiate approaches to play and enquiry based learning from P1 - P7.
- Overall, staffs' explanations and instructions are clear. In almost all classes, staff use differentiated questioning well to extend children's thinking and provide helpful feedback on learning.
- Teachers share learning intentions and success criteria. Children find it most helpful when their teachers revisit these regularly throughout lessons to monitor their understanding. In all classes teachers and support staff listen well to children and respond appropriately to their comments. Teachers are taking steps to develop children's higher order thinking skills and their ability to justify choices and opinions. Class plenary sessions are used well to reinforce key learning points and set up the focus for the next lesson. The staff team is well placed to consider how they further stretch children's thinking and plan challenging learning, in particular for higher achieving children at all stages.
- Senior leaders use the Pupil Equity Fund (PEF) allocation appropriately to build capacity within the staff team and also to provide a few additional staff. All support staff, work effectively with class teachers. They provide valuable focussed and targeted interventions for individual and groups of children. This targeted support helps more children experience success in literacy, numeracy and health and wellbeing. Support staff readily share the responsibility for delivering some interventions and initiatives.
- Teachers are developing processes to assess children's progress and attainment within Curriculum for Excellence levels. They use a wide range of assessment approaches to identify gaps in children's learning and to plan appropriately for individuals and different groups of children. Teachers also gather assessment information for literacy, numeracy and health and wellbeing regularly. Assessment processes need to be reviewed to demonstrate and evidence children's skills, attributes and capabilities across the curriculum. The staff team are now in a strong position to identify which interventions have the greatest impact on children's progress and attainment.
- Most lessons are planned well and the content of tasks and activities appropriate, relevant and matched to children's needs. Across the school, teachers use a range of approaches including whole class direct teaching, independent learning or opportunities for children to learn in pairs or collaboratively in groups. Across all stages, children learn to evaluate the quality of their own learning and of their peers. Staff model the language of learning.
- Teachers plan and prepare literacy and numeracy lessons well. In these areas, teachers carefully consider groups of children to meet their individual needs. Teachers build on children's prior learning using revised school programmes and the local authority progression pathways to meet most children's needs. The staff team have developed curriculum overview planners to ensure appropriate coverage of all areas of the curriculum, progression and continuity of key concepts for learning as children move through school.
- Staff use the local authority tracking tool, along with regular reviews to track and monitor children's progress. Senior leaders continue to build confidence in teacher's use of data and

moderation. This is leading to teachers professional judgements being increasingly more reliable. Senior leaders need to ensure that their planning, tracking and monitoring processes take due account of reducing bureaucracy.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways across the curriculum to help children build on what they already know and make progress at their own rate. The COVID-19 pandemic had a negative impact on progression across the entire curriculum. Staff work well to identify and support children who missed learning. Teachers developed helpful curriculum overviews to ensure learning and progression across literacy, numeracy and health and wellbeing.
- All teachers are confident about literacy, numeracy and health and wellbeing as a responsibility for all. Teachers use a range of learning pathways to ensure progression in learning in literacy and English, numeracy and mathematics and health and wellbeing. Teachers should ensure that all children experience numeracy and mathematics every day.
- All teachers have a shared understanding of good quality outdoor learning and plan meaningful opportunities for this across the curriculum. Staff use a range of outdoor spaces well to facilitate quality outdoor learning experiences for children. This includes working towards the John Muir Award, the 'Grow Together, Cook Together' project and community litter projects.
- All teachers and children continue to build on digital skills, developed throughout the pandemic to enhance learning experiences. Children are developing a range of skills using digital technology through discrete teaching and learning. In addition, children use a range of software and technology across learning to enhance literacy and numeracy skills.
- All classes are learning French, building on experiences in previous years, with older children also learning Scots. A music specialist provides tuition for string instruments for all children at P4 to P7. All children receive their entitlement to two hours quality physical education, planned around the local authority progression frameworks, each week.
- Opportunities to learn across the curriculum are evident in all classes. Additionally, an attractive library is a key feature within the school. Children welcome the opportunity to read both fiction and non-fiction books.
- Senior leaders and staff plan supportive transitions from the nursery into P1. Staff across early level are working together to improve curricular transitions. Children moving to secondary school experience a variety of activities across the school year including climbing the Cairn Table with staff and pupils from Robert Burns Academy.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are satisfied with the school, say the school is led and managed well and that staff really know their children as individuals. Almost all parents report their child likes being at school, feels safe and is treated fairly and with respect.
- The school has an open door policy and prioritises building positive relationships with children and their families. Parents appreciate being kept up to date with the work of the school through regular use of the school app, newsletters, website and texts.
- Almost all parents report they receive helpful, timeous information about how their child is progressing. Almost all parents are positive about activities provided by the school where they learn together with their child. Unfortunately, some of these activities were impacted by COVID-19, however, staff are working to re-establish them.
- The Parent Council is supportive of the school and is keen to encourage more parents to become involved with the Parent Council.
- Effective partnership working with a range of community partners has improved learning activities for most children. These partnerships help to improve parental engagement in their children's learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. 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

- Staff provide a safe, nurturing, inclusive environment where all children feel valued and included. Respectful relationships, based on mutual trust, honesty and kindness are evident across the school. Children are very aware of the wellbeing indicators and what each means for them. They talk confidently, for example, about what it means to be safe and achieving. Almost all children have an adult they can talk to if they are worried about something. Many also display a willingness to discuss their emotions with others and recognise the support of other children as ready listeners.
- Teachers use the local authority health and wellbeing framework to ensure the health and wellbeing curriculum, is relevant and planned for in a cohesive, progressive manner. This is complemented by a specific health and wellbeing programme to support children's mental emotional and social wellbeing. This programme helps children regulate their emotions, increase their understanding of vocabulary of emotions and encourages them to stop and think before acting in different situations. As a result, children are making better-informed decisions in order to improve their mental, emotional and social wellbeing. Staff should now review the totality of the health and wellbeing curriculum to ensure that it continues to meet the needs of children.
- Staff are aware of increased separation anxiety experienced by a few children. As a result, they have introduced specific targeted support for them. This, along with individual counselling services and a nurturing approach across the school, is helping reduce some of these feelings for these children.
- Staff and children are supported well by a large number of enthusiastic partners from the local community and beyond. Working together, through initiatives such as 'Me to you' or 'Dinna Haud yer Wheest', staff and partners promote an ethos and culture of inclusion, participation and strong relationships across the school and community. As a result, children are increasing their responsibility, and confidence, within both the school and the local community.
- Staff work well together to get it right for every child. Through effective professional learning in, for example, adverse childhood experiences, all staff have good awareness of barriers to learning that some children experience. This helps all children experience positive relationships in school and know that staff care about them. All staff are nurturing in their approach to children which helps children feel that they belong and are included in the school.
- Senior leaders track and monitor children's wellbeing in a variety of ways. It is not always clear which interventions leading to the improvements seen in children's wellbeing. Senior leaders are at the early stages of leading a small test of change with regard to using specific data to explore motivation and wellbeing. It is anticipated that this will lead to staff and children being able to track and monitor more effectively the wellbeing needs of children.

- Staff demonstrate a good awareness of statutory duties which is helping children make progress in their learning. Children who require additional support are involved, with their parents, in decisions relating to their support. Teachers are aware of their role in supporting children review their individual learning targets. In order to measure progress in these learning targets they need to be short-term, measurable, achievable, realistic and time-bound. Children need to understand their targets and what they need to do to achieve them.
- Children confidently and competently use resources and a range of strategies to aid their learning. For example, all classes have wellbeing boxes, and inclusive practice boxes which children access independently.
- Senior leaders have in place effective attendance monitoring procedures which are leading to improved attendance for identified children. There have been no incidences of exclusion for three years. Children benefit from well-planned transitions across all stages.
- Staff identify one article from the UNCRC to focus on each month which helps children learn and understand about their rights and the rights of others. As a result, children created class charters which are referred to regularly by both children and staff. This helps children show respect for themselves and for others. Children are very keen and able to express their opinions. They talk well about the impact their participation in decision-making has had in the school. Children will be very helpful partners as staff refresh the anti-bullying and relationships policies to ensure they reflect current guidance. Staff should continue as planned to embed Children's Rights in all aspects of school life.
- Staff help children recognise and celebrate diversity through lessons and school assemblies. The school is working towards the Rights Respecting Schools silver award which is helping children recognise and value individual similarities and differences. Staff promote equality for all and actively seek to create an environment where everybody is represented, included and valued for who they are. The inclusive nature of family service at lunchtime exemplifies this.

3.2 Raising attainment and achievement

good

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

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

- Attainment levels across the school pre-pandemic were satisfactory. Senior leaders, through the pandemic, rightly focussed on the wellbeing of children and their families. All children engaged with school during periods of COVID-19 restrictions, but for a large proportion, the focus was on their wellbeing rather than their attainment. As a result of the pandemic, attainment in literacy and numeracy dipped. Since the re-opening of school buildings staff have worked very hard to engage children in all aspects of their learning. As a result, children are making good progress from prior levels of attainment.
- School data shows attainment has recovered in numeracy in most cohorts to pre-pandemic levels. This is because staff identified gaps and provided appropriate additional supports to ensure continuity of learning. Children's progress in literacy has not yet consistently returned to pre-pandemic levels. Staff should now review which supports and interventions have the greatest impact on helping children progress in the learning well.
- In June 2022, most children who moved to secondary school attained second CfE level in reading and listening and talking. The majority achieved second CfE level in writing and in numeracy. Across the school, the majority of children attained expected CfE levels in numeracy. In literacy, the majority of children attained expected CfE levels in reading and writing and most in listening and talking.
- The majority of children, including those who require additional support, are making satisfactory progress at early, first and second CfE level in literacy and numeracy. Most children are now ready to increase the pace of their learning. Staff should continue, as planned, to increase the breadth and depth of learning across the curriculum to ensure that children progress more effectively towards national expectations.

Attainment in literacy and numeracy

Literacy

- Overall, most children are making good progress in literacy and English. Attainment in literacy remains below national expectations. Teachers identified gaps in learning through the pandemic and have put in place effective interventions that are helping most children make good progress.

Listening and Talking

- At early level, most children listen well to each other and staff. Children are supported by staff to extend their vocabulary. At first level, most children are keen to contribute their ideas when working in groups. Most children listen carefully, recount their experiences and share ideas confidently. At second level, most children offer persuasive arguments and justify their reasoning very well on a range of topics. Most children listen well to each other and staff.

- Across all stages, most children speak clearly, follow instructions and offer considered opinions. In all classes staff support children develop confidence to talk about their learning to peers, adults and different audiences.

Reading

- At early level, most children recognise common words, talk about characters within simple texts and are developing their awareness and knowledge of phonics. Most children working at first level understand the difference between inferential and literal questions. Children read aloud familiar pieces of texts with confidence and fluency. Most children are learning to identify different types of text and use context clues to read and understand texts and look for important information.
- At second level, the majority of children offer a personal preference for the genre and style of books they read. The majority of children respond to a text and find, sort and use the information appropriately. The majority of children discuss confidently the main ideas of texts and the variety sources of text. Most children identify and explain the difference between fact, opinion and persuasion. Children who are skilled readers need to be challenged more by, for example, having more responsibility for leading their own learning and supporting plenary sessions.

Writing

- At early level, most children make good progress with letter formation. At P2 and P3 most children use common words to create simple sentences. They understand the use of capital letters and full stops to support the meaning of their writing. At first level, most children write for a variety of different purposes and audiences. This includes writing book reviews, character descriptions, imaginative writing and writing instructions. All children develop writing skills across the curriculum, for example, in learning contexts about the use of land in their local area. Most children learn to use more extended vocabulary, connectives, openers and punctuation. At second level, all children write regularly for a variety of purposes and audiences including writing poetry, letter writing, advertising and persuasive writing. Most children understand the difference between factual, persuasive, descriptive and narrative writing.
- Across the school, there are helpful and differentiated scaffolds and prompts to help children plan or draft their writing. Children at first and second levels find the self-evaluation templates for different writing genres helpful. At P4 to P7, children would like more opportunities to choose how to organise and present their writing. Across the school, children should have more opportunities for free writing in order to demonstrate better the wide range of skills they are developing.

Numeracy and mathematics

- Across all stages, CfE attainment levels are mixed. Prior to the pandemic school data shows, that attainment in numeracy and mathematics was improving. This dipped during the pandemic. Across the school, attainment in numeracy is again improving and most children are making good progress from prior levels of attainment. In a minority of classes this is now exceeding pre-pandemic levels. Attainment in numeracy and mathematics remains below national expectations. A significant number of children receive extra help which is improving their confidence and attainment in numeracy. At first and second level children need more opportunities to demonstrate breadth, challenge and application of their numerical skills in discreet teaching as well as across the curriculum.

Number, money and measure

- All children at P1 are developing their number recognition skills and early place value by counting up and down to 20 and sequencing numbers to 20. Most children who have attained early level recognise and discuss families of facts, number bonds to 20 and more than and less than a two digit number. At first level, most children are gaining confidence in using place value to understand big numbers. At second level, most children use place value confidently to solve addition problems. Most children are confident in using money, number and measure processes.

Shape, position and movement

- Most children who have attained early level describe the features of 2D shapes well. At first, prior learning shows that most children identify and draw right angles. At second level prior learning shows that children describe 2D shapes and calculate the area of a triangle. Children use coordinates well within meaningful contexts.

Information handling

- Across the school, children have not yet had the opportunity to use their information handling skills this session. Teachers' curriculum overviews show this is planned for later in the session. At second level, prior learning shows that children read, draw and interpret line graphs accurately.

Attainment over time in literacy and numeracy

- Attainment in literacy and numeracy for the last three years has been impacted by COVID-19. Most children make good progress through CfE levels from prior attainment. Senior leaders need to use tracking and monitoring processes more effectively to ensure that more children make appropriate progress over time.

Achievement

- Staff and partners are developing a broad range of programmes and experiences to help children develop citizenship skills. These include cultural, social and outdoor opportunities. As a result, children are increasing their confidence and awareness of local issues. This improves their understanding of health and wellbeing in the local community and also improves their local environment through, for example, the litter project.
- Almost all children have a good awareness of learning for sustainability through a variety of outdoor learning experiences. Senior leaders now need to coordinate these experiences more effectively in order to help the projects themselves be sustainable and lead to better outcomes for children.
- The majority of children speak confidently about their achievements. Staff record these achievements, including those from outwith the school, in order to identify and consider more fully, the needs of those children at risk of missing out. Staff should develop further approaches to learning conversations to ensure that all children are confident to talk about the skills they have gained through these achievements.

Equity for all learners

- Senior leaders and staff know the children and their families very well. They identify effectively the barriers they face in their learning. Staff work with families and partners successfully to put well-considered support in place to help bring about greater equity. This is leading to increased engagement of children and families.
- Staff address the challenge of improving equity with discretion, care and commitment to ensure that all children have the opportunity to achieve success. Staff work together well to

make sure that all children have resources to access the full range of learning experiences and alleviate the cost of the school day. As a result, children engage well in most opportunities afforded to them by the school and have a positive view of learning.

- Senior leaders and staff use PEF allocation appropriately. This is targeted to support improvements in attainment in literacy, numeracy, health and wellbeing, and to increase parental engagement in learning. For example, staff have increased the variety of non-fiction materials available to children that is helping children find and use information. Senior leaders altered staff remits to enable a greater focus on developing children's numeracy skills. As a result, children's progress in numeracy is improving. Staff appropriately support identified children develop gross motor skills through bespoke physical activity interventions. This helps children focus better on learning activities. Senior leaders need to monitor and evaluate the impact of PEF for individual children, groups and cohorts more effectively. This is to ensure that interventions and targeted approaches support children accelerate their progress in their learning.

Practice worth sharing more widely

Nurturing, inclusive environment across Early Childhood Centre and Primary School.

Over recent years, staff across the school and early childhood centre, have continued with their approach to develop and sustain strong, trusting relationships with all children and their families. Staff are welcoming to all, have an open door policy and provide opportunities for families to access additional supports through the school. Staff's collective responsibility and accountability for children's wellbeing and welfare is evident. Children reflect on their feelings and emotions well, and know that there is someone, not always an adult, for them to talk to. Staff have created a safe, nurturing, inclusive environment where all children feel valued and that they belong. Together, staff have developed a culture where children can thrive. As a result of this approach, there is a very strong sense of community.

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.