

# Summarised inspection findings

St Cyrus School

Aberdeenshire Council

26 August 2025

## Key contextual information

St Cyrus Primary School is a non-denominational school located in the village of St Cyrus in Aberdeenshire. There are 132 children across six mainstream classes. The headteacher has been in post for 10 years.

Almost all children live between Scottish Index of Multiple Deprivation areas five and eight. Twenty-seven percent of children require additional support for aspects of their learning. The number of children registered for free school meals in P6 and P7 is below the national average. In the last 10 years there have been no exclusions.

### 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

- Staff reviewed the school's vision, values and aims in session 2020/21 in consultation with children, staff and parents. They revisit these regularly to ensure they are still relevant to the context of the school. All staff have ensured the school values of 'successful, together, active, respectful and safe' are embedded in the work and life of the school. Values are promoted through assemblies, star certificates and restorative conversations. As a result, there is a strong, shared understanding of the values across the school community. Children and staff demonstrate the values in all their behaviours and interactions. Children are proud of their school and can articulate their aspirational vision 'Reach for the stars' well.
- The headteacher provides strong leadership for the school community. She is ambitious and relentless in her aim for all children to achieve their best. She has high expectations for all staff and children and prioritises improving outcomes for all. Her expectations draw on her clear understanding of the social, economic and cultural context of the school. Staff and parents talk positively about the impact she has on school improvement and outcomes for children and families. They value the importance she places on wellbeing and positive relationships. The headteacher's aspirations for the school are shared and well supported by all staff.
- The headteacher has developed and implemented effective systems and processes to gather a clear, accurate picture of overall school performance. She manages the pace of change well and provides clear strategic direction for all staff. All staff contribute to self-evaluation using How Good Is Our School? 4th edition (HGIOS4). The headteacher surveys the opinions of staff, parents, and children well to identify areas for improvement. Staff use a wide range of data to measure the impact of change and identify improvement priorities. They should ensure that all improvement priorities identified are those that will make the biggest difference to children's progress. There is scope to involve parents, partners and children more fully in developing plans for continuous improvement.
- All staff describe the effective support they receive from the headteacher. As a result, they feel empowered to participate in and lead on school improvement activities. Most teachers are

members of working groups, which are linked closely to school improvement priorities. Teachers lead these working groups effectively. For example, teachers in the writing working group developed a policy and introduced approaches to ensure a more consistent approach to writing across the school. As a result, attainment in writing is beginning to improve. The headteacher ensures that working groups have robust systems in place to measure the impact of their work.

- The headteacher and staff are proactive in looking outwards and making positive links with other schools to ensure they have the highest expectations for children. The well-embedded collegiate ethos ensures that all staff engage in regular and frequent professional dialogue. They share ideas from external learning events, visits and professional reading. Time for this is valued and built into the school's collegiate calendar. Teachers provide robust feedback to each other following peer observations. This is leading to children experiencing increasing consistency in their learning. Staff complete book reviews of professional texts and share these with colleagues. They articulate clearly how their professional reading has improved outcomes for children. For example, staff understand how to provide effective support to children who are neurodivergent. The headteacher takes part in a self-improving school trio with other headteachers. Colleagues involved provide valuable and reflective feedback to each other about how they can improve their practice. The headteacher has used these partners to participate in quality assurance activities and provide feedback to individual staff. She has rightly identified the need to ensure that all improvements identified are actioned and making a positive difference to children.
- Most children take on leadership roles across the school. Staff support children well to develop these roles. Children's leadership roles include being members of the pupil council, rights respecting rangers, play leaders, house captains and school ambassadors. Children are highly motivated by their contribution to the school. For example, the rights respecting rangers are raising children's awareness of their rights and what they mean for them. They have received national accreditation for their work. Children and staff should monitor the impact of leadership roles and groups. Staff should support children to understand fully how these roles and groups are leading to self and school improvement. Younger children take on aspects of responsibility such as being outdoor buddies with nursery children and hosting class coffee mornings. They are proud to take on these responsibilities and feel they are supporting others. Staff should involve more children across the school in formal leadership roles.
- Almost all children are involved in reviewing their own learning and aspects of the work of the school. They engage regularly in learning talks and feel these influence aspects of their learning in class. Children are ready to become even more involved in evaluating the work of their school alongside staff and the Parent Council. As planned, staff should involve children in evaluating the work of the school using 'How Good is OUR School?' This should provide children with a stronger voice and to see clearly that their views are being taken seriously and acted upon.
- The school is supported by an active Parent Council that is enthusiastic about contributing, primarily through fundraising efforts. The headteacher engages with the Parent Council to discuss school improvement priorities and outline plans for the use of Pupil Equity Funding (PEF). She should now increase the participation of all parents and children in decisions regarding the use of PEF. Staff should monitor and evaluate more closely their PEF spending to ensure it is effective in closing the poverty related attainment gap.

## 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

- Children experience highly nurturing relationships with all staff. All staff know children as individuals. They have created a welcoming learning environment where children's work is displayed attractively. The staff team works collaboratively to achieve a culture of trust, based on their shared values. As a result, children behave consistently well and show respect towards their peers and adults in school. This positive ethos is helping children to settle quickly and to be enthusiastic about learning.
- Almost all children are motivated and participate in well-considered activities. Teachers use a wide range of effective teaching approaches. Children show high levels of engagement when learning is creative and linked to real-life contexts. For example, a recent wildlife project linked learning across a range of curriculum areas. Children would like more opportunities to learn in such creative and meaningful ways.
- The headteacher and staff have created a learning and teaching policy which is beginning to ensure a consistent approach to high-quality learning and teaching across the school. This supports staff to maintain high expectations for learning. Children have regular opportunities to work independently, in pairs and in larger groups. This supports them well to develop resilience in learning. Children work well together and support each other to achieve.
- In almost all lessons, teachers provide clear explanations and instructions when introducing new learning. In most lessons, teachers use questioning effectively to check children's understanding and further develop their learning through discussion. In a few classes, questioning is used to encourage higher-order thinking skills. This good practice should be shared more widely across the school.
- In almost all lessons, teachers share the purpose of the lesson with children and link this well to prior learning. In most classes, teachers give verbal feedback that supports children to further develop their learning. The quality of teachers' written feedback to children across the school is variable. In the majority of classes, teachers support children effectively to use self and peer feedback to help them understand their own learning. In a few lessons, teachers involve children in identifying their steps for success. This supports children to have a clear understanding of their learning. The headteacher recognises the need to develop this approach consistently in all classes.
- A minority of children use text to speech technology along with a wide variety of universal supports to access learning. These supports are available for all children to use. Children value how accessible these resources are and use them well in their learning. As a result, most children are able to experience success in learning. The majority of children use digital technology to evidence their learning. For example, at first level children record themselves reading and listen back to their recording to identify how their reading can be improved. At

second level, children show real enjoyment in using green screen technology to share learning within the context of a television report. The headteacher and staff should now ensure all children develop their digital skills and digital literacy in a progressive way.

- Staff recognise the benefits of learning through play across the school. The implementation of play pedagogy is at an early stage of development. At early level, teachers make observations of children's skills and learning development as they play. They are beginning to use this to inform future learning. As planned, the headteacher and staff should now engage further with national guidance to inform this work. Staff should ensure that play-based learning is consistently meaningful and improves children's skills and development. There is scope for children to develop further their literacy and numeracy skills through high-quality planned play activities.
- The headteacher and staff use a newly established assessment calendar which is beginning to ensure a consistent approach to assessment across the school. Staff use a variety of commercial and teacher devised assessments to gather information on children's progress in learning. These are used to evaluate children's progress and support teachers to plan next steps and timely interventions in learning. Teachers should now plan assessments of higher quality. These should enable children to demonstrate that they can apply their knowledge and skills in new and unfamiliar contexts.
- Almost all children participate regularly in learning talks with their class teacher. Through these they take greater ownership of their learning and make informed choices about what they want to explore next, such as future writing topics. As a result, children are becoming more confident, independent learners who can reflect on their learning journey and make thoughtful decisions about their next steps. Children are now ready to use this information to set their own ambitious targets.
- Teachers regularly work together well, and with colleagues from other schools, to moderate children's progress. This leads to a shared understanding across the staff team of expected standards. As a result, teachers' judgements of attainment and achievement of a level are accurate. As planned, staff should moderate and evaluate learning, teaching and assessment across all curricular areas.
- Teachers plan termly and weekly effectively using progression planners based on Curriculum for Excellence (CfE) experiences and outcomes. Children contribute to planning through their regular learning talks and value having the opportunity to influence their learning. Teachers carefully consider the needs of children and plan learning that is well matched to meet most children's needs.
- The headteacher holds robust discussions with staff at termly planning and tracking meetings. During these meetings, the headteacher and staff review children's progress in literacy, numeracy and health and wellbeing. They use this information to plan effectively to meet the needs of most children, including those who require additional support or challenge. As a result, children's needs are met well. The headteacher and staff should now track and monitor children's progress across all curricular areas.

## 2.2 Curriculum: Learning pathways

- Across the school, children experience a flexible, adaptable and balanced curriculum. Teachers use progressive curriculum pathways across almost all curricular areas. These ensure that children build on their prior learning. Children have the opportunity to share what they know, understand and would like to learn. This ensures that learning reflects the children's learning needs, their interests and aspirations. Staff should continue with plans to develop progressive pathways in digital literacy and outdoor learning.
- All children across the school engage in a few outdoor learning experiences using the local context of the school. These are enhanced by strong partnership working with members of the wider community. For example, the local nature reserve is widely used to help children develop important skills such as team building, and problem solving. This is increasing children's understanding of their local environment and the natural world. Children would benefit from progressive outdoor learning experiences on a more regular basis.
- Teachers deliver religious and moral education (RME) through discrete lessons. The RME programme supports children to develop understanding of world faiths. There are strong partnerships with the local parish. Staff provide the children with regular opportunities to celebrate religious and school events with parents and the wider community.
- Staff deliver the national 1+2 language policy effectively. Children in all classes learn French and the children in P5-7 learn Spanish in a planned progressive way.
- Children access two hours of high-quality physical education (PE) each week. Teachers provide a clear skills progression in PE and support children to know and understand the importance of warming up and stretching.
- Children benefit from planned opportunities to transfer and extend learning through real-life contexts and events. These include planning and hosting coffee mornings and writing afternoons for their family. These help to develop children's confidence and skills across the curriculum. Children are highly motivated by these experiences and state that they would like more opportunities to learn in this way.
- Children regularly access a range of texts at their own level from the school library. This approach is supporting a positive reading culture across the school. Children would now benefit from access to a greater range of texts celebrating diversity and inclusion.

## 2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel staff know their children well as individuals. Staff have established very positive relationships with parents who feel that the teachers in the school are friendly, supportive and approachable. Almost all parents feel comfortable approaching the school with questions, suggestions and concerns. Most parents feel the school is well-led and managed.
- Almost all parents appreciate the variety of ways that staff share information about their children's learning and achievements. This includes through online learning platforms, class newsletters and regular visits into the school. Parents speak positively about their 'Golden Ticket' visits, where they are invited into their child's class to observe their learning and see their completed work. Parents value these opportunities and feel they help them develop an understanding of their child's progress in learning. The headteacher regularly seeks the views of parents on a range of initiatives using digital surveys and questionnaires. Staff use the results of these well to gather evidence on their progress and to support them in identifying next steps.
- Almost all parents appreciate the support of the active Parent Council, also known as 'The Parents and Friends of St Cyrus School'. The group works well with staff to support the work of the school. They actively seek opinions from parents and share these with school staff. These influence school improvements. For example, following suggestions from parents the school has offered parent wellbeing workshops on a number of topics. The Parents and Friends of St Cyrus raise funds and organise events to improve children's experiences. For example, they provided funding and worked in partnership with the pupil council to improve the playground markings.

## 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

- The headteacher has established a deeply nurturing and supportive learning environment, where staff demonstrate a strong understanding of the children and their families. The school's values are consistently evident in the interactions between children and their peers and children and staff. Relationships across the school community are highly positive, with both staff and children showing pride in their school. Strong collaboration among staff promotes mutual support and contributes to a calm, focused atmosphere in all classrooms.
- Staff provide strong support for children's wellbeing. Children assess their own wellbeing on a termly basis. Staff track and monitor each child's individual wellbeing record effectively. As a result, teachers and support staff take appropriate actions to provide interventions for children who indicate that they have wellbeing needs. These interventions ensure that children feel well supported. Almost all children know who to talk to if they have any worries or concerns and state that they feel safe at school. In most classes, children are being encouraged to talk about and manage their emotions through emotional check-ins. Staff should now ensure this practice is consistently implemented across the school, to provide children with a common language to talk about their feelings.
- Teachers deliver a well-structured and progressive health and wellbeing programme. The health and wellbeing working group has created a programme that groups together CfE experiences and outcomes. This ensures children experience coverage and progression in their learning in health and wellbeing. A wide range of resources and strategies are successfully used to enhance the school's approach to health and wellbeing. These include programmes on relationships, food and health and online safety. As a result, children engage in broad, progressive, and meaningful learning experiences. Almost all children make appropriate progress in understanding their health and wellbeing.
- Most children agree that teachers discuss with them how to lead a healthy lifestyle. Almost all children feel they have lots of chances at school to get regular exercise. They enjoy the school grounds at break and lunch times. These grounds include new playground markings and a 'trim trail'. Staff should continue with their plans to make increased use of the school grounds to support children's outdoor learning and wellbeing.
- Staff have introduced pupil leadership opportunities that empower children to take an active role in promoting wellbeing. These include as play leaders and buddies. Older children enjoy these roles and speak confidently about the impact these have on their wellbeing and that of the younger children. They feel these roles improve friendships throughout the school and increase children's confidence in decision making. Children want more opportunities to try different sports. To boost their self-esteem and teamwork skills, they also want to organise and run clubs and activities for their peers.

- Strong partnership working between school staff and other agencies and specialists is resulting in positive outcomes for children and their families. Staff work collaboratively with other agencies, such as allied health professionals and charities, to ensure that children's wellbeing needs are very well met. For example, parents have accessed workshops in resilience and loss. They state that these sessions have been useful and have provided them with strategies to support their children out of school. Children in P5 to P7 receive training in first aid. This has increased their confidence and knowledge around what to do if there is an accident. Older children participate in an intergenerational partnership with the local church. They attend the friendship club where they sing along and play games with local senior citizens. This has developed children's interpersonal skills and boosted their self-esteem.
- Staff engage well in a range of professional learning to help them support children's needs. Recently, teachers have undertaken training to support inclusive learning. As a result, they have reviewed their learning environments and approaches to ensure that children's needs are better met. Support staff value the training they receive and state it supports them to better meet the specific needs of individuals. As a result, children with individual needs are well supported.
- Staff have established clear and effective approaches to support children through key transition stages. Children benefit from personalised planning and buddy systems, which help ensure smooth transitions, particularly for those children who require additional support. Well-organised processes are also in place to support families, including school visits and informative sessions for parents on transitions from nursery to P1, and from P7 to S1. These sessions provide valuable information and allow parents to meet staff, visit settings and ask questions. As a result, children settle confidently into new settings and demonstrate strong coping skills during periods of change.
- All staff have undertaken annual training and are very aware of and vigilant around their statutory duties relating to child protection and safeguarding. Teachers ensure that children's learning and wellbeing needs are very well supported through effective planning, tracking and monitoring. Staff work together to implement the staged intervention process in line with authority guidance and implement well a range of universal and targeted supports. Class teachers and support for learning staff engage in regular discussions to review the progress made by children and the effectiveness of interventions. They make effective use of a range of data to monitor the progress of individual children. This information feeds into support plans outlining targets and next steps. Staff ensure that children and their parents' views are taken into account when planning to meet children's needs. Staff should ensure that outcomes for children are specific, measurable, achievable and realistic. This will allow them to better understand the progress children are making in their learning.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Children are developing their understanding of the United Nations Convention on the Rights of the Child (UNCRC). The rights respecting rangers highlight this at assemblies and articles are displayed around the school. Children enjoy raising awareness of their rights. They are looking forward to improving children's knowledge further. To improve children's understanding of what bullying is, staff should involve children in developing a child friendly version of the school's

anti-bullying policy. Children are beginning to develop an understanding about equality and diversity. They would benefit from increasing their knowledge of the protected characteristics to gain an understanding of the world they are growing up in. Staff should now plan to develop children’s understanding of diversity further. They should build learning about diversity into their existing curriculum.

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| <b>3.2 Raising attainment and achievement</b> |
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| <b>good</b> |
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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

At the time of the inspection, the school roll comprised of small cohorts of children at each stage. Because of this, attainment and progress is expressed in overall statements, rather than for specific year groups.

### **Attainment in literacy and numeracy**

- Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Most children achieve expected CfE levels in literacy and numeracy. A minority of children are capable of achieving more. A few children exceed expected levels.
- Overall, most children who require additional support make good progress towards their individual targets.

### **Attainment in literacy and English**

- Overall, most children are making good progress from prior levels of attainment in literacy.

### **Listening and talking**

- At early level, most children take turns and answer questions about familiar texts confidently. They listen well to the opinions of others in a group. Most children are confident to invent their own story and share them with others in an imaginative way. At first level, most children explain ideas and opinions and clarify points by asking questions. They identify simple differences between fact and opinion in spoken texts. At second level, almost all children communicate clearly, audibly and with expression in different contexts. They identify the key ideas within spoken texts and make relevant notes using their own words. They use these to create a new spoken text. Across the school, children need to develop their skills further in structured listening and talking activities.

### **Reading**

- At early level, the majority of children attempt to sound out and blend letters. They use their knowledge of sounds, letters and patterns to read words and familiar texts. They understand the features of texts including title, author and illustrator. At first level, most children make use of punctuation such as question marks and exclamation marks to help them read with understanding and expression. At first level, children would benefit from finding and using information within non-fiction texts. At second level, most children read unseen texts with confidence. They are keen readers with a love of reading and explain well their preferences for particular texts and authors. Children within second level should develop further their skills in responding to literal, inferential and evaluative questions.

### **Writing**

- The majority of children at early level, make good use of phonics to help them write independently. They write to reflect their own experiences and feelings using appropriate vocabulary. They are not yet consistently using capital letters and full stops in their writing. At

first level, the majority of children write independently, punctuating most sentences accurately using a capital letter, full stop, question mark or exclamation mark. They spell commonly used words correctly. At second level, most children write confidently using a wide range of punctuation accurately. They use notes well to help them understand information and ideas. All children would benefit from more regular experiences in writing for a range of purposes across the curriculum.

## **Numeracy and mathematics**

- Overall, most children are making good progress in numeracy and Mathematics.

### **Number, money and measure**

- At early level, most children recognise and recall numbers correctly in a forward sequence to 30. They accurately use the language of forwards and backwards and double numbers to a total of 20 mentally. They are not yet confident in telling the time using o'clock. At first level, most children apply strategies to determine multiplication facts, for example, repeated addition, grouping and multiplication facts. They confidently round whole numbers to the nearest 10 and 100. At second level, most children can read, write and order whole numbers to 1,000,000, starting from any number in the sequence. They accurately read and record time in both 12-hour and 24-hour notation and convert between the two. Overall, children across the school should be supported to build their skills and apply their learning of numeracy in real-life contexts.

### **Shape, position and movement**

- Most children at early level, recognise and describe accurately common two-dimensional (2D) shapes according to various criteria. Most children at first level, know that a right angle is 90 degrees and confidently use the compass points, north, south, east and west. Most children at second level use mathematical language to describe and classify a range of angles. At first and second levels, children should be supported to increase their knowledge of shape, position and movement using real life examples, including with digital technology.

### **Information handling**

- Most children at early level confidently match and sort objects and explain the different groups they have created. Most children at first level, extract information and answer questions from graphs. At second level, most children use the language of probability accurately to describe the likelihood of simple events occurring. At all levels, children need opportunities to develop skills in collating and displaying data in a variety of ways, including the use of digital technology.

### **Attainment over time**

- The headteacher and staff gather data over time. They review and analyse this data regularly. As a result, they have a clear understanding of trends in attainment. This is enabling them to identify appropriately where targeted support is required. Overall, this data demonstrates that there are small fluctuations in attainment over time. Over the course of a child's primary school experience at St Cyrus, attainment data shows that the school adds value to children's prior levels of attainment.
- The headteacher has robust processes in place to monitor daily and longer-term absences. She follows the local authority guidance which enables her to review attendance monthly and respond appropriately when concerns arise. Attendance has declined in the last three years from 95% in June 2021 to 92% in June 2024. The headteacher has identified a number of reasons for these absences, including unauthorised parental holidays. The headteacher has taken steps to improve attendance including providing support to individual families. As a result, attendance this session has improved and was at 95% in May 2025. The headteacher

should continue as planned, to raise awareness of the importance of attending school, in order to continue to improve attendance further.

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

- Children have opportunities to achieve and celebrate success in a range of ways including through assemblies, digital platforms and receiving house points. As a result, children are increasing their confidence and are proud to share their achievements. Staff track children's achievements and participation within and out with school. Targeted opportunities are offered to children who are at risk of missing out. As identified, staff should now identify and track the wide range of skills for learning, life and work children develop through their different learning experiences.
- Children work well together to increase their knowledge of children's rights and conservation. They have been successful in receiving national accreditation for their work. In doing so, children have developed skills of communication, leadership and collaboration.
- Children benefit from extracurricular experiences including dodgeball, netball and choir. The school choir performs at community events and competitions. These experiences provide children with increased confidence and self-esteem. Children would like more opportunities to attend extracurricular clubs. Almost all children participate in the school's annual Scots poetry recitation competition. All children in P7 are given the opportunity to attend a residential experience with children from other local schools. Through these experiences, children are developing skills which support them to become successful learners, effective contributors and confident individuals.
- Children represent their school at local church events and school coffee mornings. In doing so, they develop social and citizenship skills. Community partners compliment the children on their respectful and considerate manner. This supports children to be effective contributors in their local community.

### **Equity for all learners**

- Staff have a very good understanding of the socio-economic context of the school. They know their families well. They ensure the cost of the school day is minimised through providing a uniform recycling service, a bike lending scheme and a community food bank. All children in P7 receive a leavers hoodie which is fully funded by the Parent Council. This ensures that all children feel included and celebrated. The headteacher seeks funding to sensitively support families who may face financial difficulty at key times e.g. at Christmas or in advance of a residential trip. Parents value highly her compassionate approach.
- The headteacher's rationale for the use of PEF is based on data analysis and wellbeing needs. The majority of PEF is used to purchase resources and additional staffing. These staff are being used successfully to provide targeted support in literacy for identified children. Staff should continue to develop ways to robustly evaluate the impact of all PEF spending.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.