

Summarised inspection findings

Hallside Primary School

South Lanarkshire Council

18 November 2025

Key contextual information

Hallside Primary School is a non-denominational primary school serving the Halfway community of Cambuslang. Most children reside in Scottish Index of Multiple Deprivation quintile 4. The current roll is 312 children across 12 classes. Senior leaders report that 44% of children require additional support with their learning. The leadership team comprises the headteacher, depute headteacher and principal teacher. The headteacher has been in post for six years. The school roll is steadily increasing each year, mainly through parental placing requests at all stages.

1.3 Leadership of change

very good

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

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

- The highly effective headteacher has established successfully a positive and inclusive ethos. All members of the school community feel valued, respected and empowered. The values of respect, excellence, active, confidence and honesty (REACH) are well embedded and reviewed regularly with all stakeholders. The values are clearly reflected in all aspects of school life. Staff, children, parents and partners work together to support children to be confident, happy and enthusiastic learners. Children display very strong regard and respect for each other and the adults who educate and care for them.
- The leadership team provide highly effective and supportive leadership to all staff. Staff across the school sustain a strong, shared commitment to the school's vision, 'When we work together, everything is within our reach.' This results in a strong sense of teamwork across the school community. All staff have high expectations for themselves and children and have a strong commitment to working together. This helps them to improve children's outcomes, including those who require additional support with their learning.
- The leadership team have a very strong understanding of the needs of the school and manage the pace of change and improvement very well. They use a wide range of qualitative and quantitative data very effectively as part of self-evaluation activities. They also seek the opinions of staff, parents and children to identify areas for improvement. This supports a very clear understanding of strengths and areas for development that support strategic planning very effectively. For example, they recently identified writing as a key area for development and have rightly prioritised it. The headteacher consults with staff to carefully consider how best to take forward priorities, to ensure that change is sustainable. Staff, parents and children are empowered to lead aspects of change successfully that result in improvements to the school and positive outcomes for learners.
- The leadership team use a range of quality assurance activities, such as observing learning and reviewing teachers' planning, to monitor the work of the school. They provide feedback which helps staff reflect on their practice and enhance their professional skills. Leaders should now build on these approaches to develop further consistently high-quality learning for children.

- The leadership team encourage meaningful parental involvement in school improvement. Parents value the 'plan on a page' which shows how their views help shape decisions. Following a recent parental consultation, the request for more family learning opportunities was appropriately identified and included as a key priority in the school improvement plan. This approach is building stronger relationships with parents and increasing shared responsibility for children's learning.
- All staff undertake leadership roles willingly. The leadership team empower staff to lead change very well. For example, staff lead successfully the development of play in the early years. This is supporting children to be more motivated and engaged in their learning. The leadership team should now work with staff to develop a strategic plan to expand this high-quality play provision beyond early years.
- Across the school children make a very effective contribution to the life and the work of the school. They hold a wide variety of meaningful leadership roles. Children explain confidently how their views are sought, valued and result in change. For example, Sports Leaders worked closely with partners to increase sporting opportunities across all stages. Children were proud of this achievement which was recognised through external accreditation.
- The leadership team have created a very strong culture of continuous learning for all staff. They provide professional learning opportunities, informed by research, that support staff at all levels. This allows staff to enhance their practice and meet children's needs very well. Highly skilled support staff receive bespoke professional learning to allow them to support the individual children they are working with very effectively.
- The leadership team have introduced a whole staff book study for teachers. This is encouraging teachers to discuss and agree high-quality teaching and learning approaches. The leadership team should now capture these agreements within their teaching and learning policy. This will ensure that new staff are supported further to provide consistent teaching and learning approaches for children. A few teachers undertake small tests of change successfully that improves their practice. The leadership team should proceed with plans to develop further this approach to professional learning.
- Staff have a strong awareness of the school's socio-economic and cultural context and understand the rationale for change. They plan improvement priorities carefully, taking account of the needs of children including those affected by poverty. The leadership team consult staff and the Parent Council when determining how Pupil Equity Fund (PEF) is spent. The headteacher provides information for parents and the Parent Council on school improvement planning and progress. This includes a small portion of PEF funding which children vote on, helping to decide how it will be used.

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 and children consistently build and sustain positive relationships. Staff work collaboratively and model respectful, supportive interactions, which in turn foster strong peer relationships among children. The shared code of conduct 'Be Safe, Be Kind, Be Learning', actively underpins the nurturing and inclusive ethos. All staff demonstrate a strong, shared commitment to wellbeing and inclusion, using timely interventions to support positive behaviour. Staff and children agree and display 'Class Charters' that make children's rights visible and meaningful, helping children to articulate and understand their responsibilities. Children share confidently their learning and achievements, expressing genuine pride in their school community.
- Teachers draw on research to create attractive, stimulating environments. Teachers provide well organised, purposeful learning spaces with interactive displays. These inclusive environments promote high levels of participation and collaboration. Across all classes, children benefit from clear routines and structures. Staff in P1 and P2 help children settle quickly to learning each day through the effective 'super start' warm welcome. Staff strengthen the learning experiences for children through successful partnerships with the wider community. A few children routinely visit a local woodland, giving them exciting and engaging outdoor learning experiences.
- In most classes, children work independently, in pairs and take part in group activities, supporting each other well in collaborative tasks. This aids high levels of engagement and participation. In almost all lessons, explanations and instructions are clear. Almost all teachers use questioning to check children's understanding and recall prior knowledge well. In a few classes, lessons are too teacher-led. Teachers should develop children's higher-order thinking skills through tasks and skilled questioning that provide more challenge. This should provide sufficient challenge and enable children to achieve their best across the curriculum.
- In almost all lessons, teachers clearly share the purpose of learning, which is both displayed and discussed with pupils effectively. Teachers provide helpful verbal feedback and helpful written comments consistently during lessons. However, most children are not yet confident in understanding how to be successful in their learning. This limits their ability to evaluate their work, make improvements, and set personal learning targets. As planned, senior leaders should continue to support teachers to develop a consistent and effective approach to delivering high-quality feedback. This should allow children to take greater responsibility for their own learning, to identify their next steps and to make improvements.
- All children have regular opportunities to contribute very successfully to the life of the school. They capture their learning highlights in literacy and numeracy in their 'snapshot' jotter periodically. Children take this jotter home and use it to help them explain to their family what

their progress and achievements. This helps children to explain what they have been learning at school. Children have regular opportunities to take ownership of their learning, contributing to planning in floor books, prior learning discussion and lesson evaluations. In a few classes children choose some of the context to study, picking topics of interest. Children are now ready to have a greater role in shaping their own learning through co-planning and decision-making, which will help them develop greater independence and take ownership of their learning.

- Children use digital technologies regularly to enhance and support their learning well. Most children confidently use digital devices independently and with ease. This helps them research, create and present their ideas with growing confidence. Staff have also begun to use assistive technology with children, including those who require additional support with their learning. This is beginning to help children access the curriculum more independently.
- Staff worked together very successfully to develop high-quality play pedagogy in P1. They have a clear focus on developing children's learning and engagement. Staff use spaces very effectively to provide a range of stimulating learning environments. Activities link to children's interests very well. Teachers use an appropriate balance of child-led activities, adult-initiated and adult-led activities to support children's learning very successfully. Staff use observations confidently to assess and record children's progress which enhances the learning experience. Senior leaders should build on this strong practice to develop play progressively across all stages. This should help children to develop curiosity, enquiry skills and problem-solving skills as they move through the school.
- Teachers use a helpful assessment calendar to gather successfully a wide range of assessment information in literacy and numeracy. This includes summative, formative and standardised assessments. These provide valuable baseline data, which enables staff to identify gaps in children's knowledge and skills at an early stage. Teachers are refining how they use assessment information to inform their planning and to identify effective next steps for children. This is resulting in assessment data which is increasingly reliable. Staff assess children receiving targeted interventions to track and monitor individual progress in literacy and numeracy well. This helps ensure that the support provided is helping the children to make appropriate progress.
- Teachers liaise effectively with their stage partners to plan and moderate learning and teaching approaches and to assess children's progress. This supports teachers' dialogue on expected standards at each stage and helps them to improve their practice well. Teachers engage very well in formal moderation activities across the learning community and the local authority. This helps them form reliable teacher professional judgments of Curriculum for Excellence (CfE) levels in literacy and numeracy. As planned, the headteacher should continue to provide further opportunities for moderation activities to develop shared expectations and standards across the wider curriculum.
- Teachers plan learning across different timescales well. These plans are flexible and respond to children's interests and needs. Teachers meet with the senior leadership team regularly to discuss planning and review the progress of children. They use a range of appropriate attainment data, evidence of children's work and assessment information to inform these discussions and identify next steps. This helps teachers to use assessment data effectively to identify appropriate next steps for their children. Using a 'fact, story, action' approach, teachers identify children's needs and plan interventions. All staff ensure that support plans and targeted interventions are delivered successfully, resulting in most children receiving timely help that leads to improved progress in their learning.

2.2 Curriculum: Learning pathways

- Teachers take account of the local and national context and local authority progression frameworks well to support them to plan learning for children. Teachers use these progression frameworks to support children to build on previous learning across all areas of the curriculum well. In most classes children benefit from a curriculum that provides personalisation and choice, coherence and relevance. Senior leaders, working with all stakeholders recently refreshed their curriculum rationale identifying what makes Hallside unique. They are well placed to examine how this information will enhance the design of their curriculum and support the development of skills and outcomes for learners.
- Teachers plan learning across the curriculum that links learning across different areas of learning. Teachers consult children when designing the content of project work well, encouraging them to identify what they already know and what they want to learn. Teachers plan learning flexibly across the curriculum and include a focus on learning for sustainability and children's rights. Teachers are at the early stages of encouraging children to identify and understand the skills they are developing for learning, life, and work. Senior leaders should proceed with plans to develop this important work further.
- Children enjoy learning outdoors when given the opportunity. There is a bespoke outdoor experience for a few children to further enhance their social and emotional wellbeing. As planned, staff should now develop further regular and progressive experiences in outdoor learning for all children.
- Children learn about Christianity and other world religions through their religious and moral education programme. This supports them to value and explore diversity, and respect other cultures.
- Children at P4 and P5, supported by partners, experience an enhanced music curriculum. This culminates in a performance to parents, carers and families. Children develop valuable skills in self-confidence, performing and teamwork through this experience. In addition, staff provide a weekly opportunity for individual music tuition in woodwind and string instruments.
- All children receive their entitlement to learn a modern language through the 1 + 2 approach to language learning. All children learn French progressively from P1 to P7. In addition, children in P5 to P7 learn Spanish.
- All children receive their entitlement to two hours of high-quality physical education each week. Staff also provide further opportunities for physical activity through clubs and partnership work. All children at P6 have the opportunity to participate in swimming lessons.

2.7 Partnerships: Impact on learners – parental engagement

- Staff and children benefit from very effective partnerships with parents. This creates a strong culture of community within the school. The Parent Council is highly supportive of the work of the school and are involved in a range of valuable opportunities which support children's learning and development. For example, they led effectively on an initiative to ensure all children had access to bikes that allow them to engage fully in safe cycling training.
- Staff provide regular events throughout the school year for parents, in which children share their learning. Parents receive regular updates on their child's progress and have opportunities to provide feedback on their child's work. Following consultation with parents, staff have identified the need to develop further family learning. Staff have plans in place to take this forward as part of their continuing work to raise attainment.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff apply attachment-informed and trauma-sensitive approaches as a result of significant whole-school and targeted professional learning. Staff have created a very calm, purposeful and understanding ethos and culture, with high expectations of children. Incidents of distressed behaviour are rare. When they do happen, staff are skilled at de-escalation, giving children space and then restoring any broken or damaged relationships. Staff and children all demonstrate the code of conduct 'Be Safe, Be Kind, Be Learning' very well. This makes evident their collective values and consistent approach to 'getting it right for every child'.
- Across the school, there is a very strong, caring, nurturing ethos which helps most children feel that they belong, are respected and enabled to succeed. Almost all children have a trusted adult with whom they can talk through different situations. They know that staff care about them. Children are happy, kind and supportive of each other; offering help naturally and willingly to their peers and others. Specific targeted nurturing approaches for a few children help them successfully establish relationships with their peers and adults and re-integrate into the mainstream learning environment. These approaches help children feel valued and responsible members of the school community.
- Staff have a very strong understanding of the wellbeing indicators and use this to encourage and enable children to develop their own sense of wellbeing. Children participate in daily emotional check-ins, along with specific planned learning around emotions. This helps children well to develop and understand their own wellbeing and to recognise that others may react differently to similar events. Children have a tangible sense of empathy towards their peers. Staff use the results of the children's wellbeing surveys well to support children individually, in groups or to recognise where a whole school approach is required to address concerns.
- Teachers follow the local authority curriculum planner for health and wellbeing. This ensures that children learn about important aspects of their health, wellbeing and relationships in a progressive, coherent and relevant way. Staff also adapt the curriculum if specific issues arise which need more in-depth discussion or consideration. For example, staff addressed bullying and mental health concerns through pupil-led assemblies and external input. This resulted in children being more aware of what they can do for themselves to look after their own mental health.
- Children benefit from a wide range of activities to encourage them to be active. Alongside core physical education activities, children are encouraged to use the wide range of play equipment, multi-use games area and trim trail at break times. This helps them be ready for learning when they return to the classroom. Children in the upper primary stages also benefit

from developing life-skills, such as swimming and riding a bike, through planned activities at school.

- Almost all staff demonstrate high-quality inclusive practice. Their collective commitment to supporting all children is evident. Almost all staff have a very good understanding of statutory guidance relating to wellbeing, inclusion and equalities. Staff identify children's needs successfully. They then plan to meet these needs using well-considered interventions and supports, including partnership working. This helps more children feel included in the school, achieve and be valued members of the school community.
- Children who require additional support with their learning are well supported through a wide range of in-class and out-of-class activities and programmes. Staff use the range of spaces around the school, both inside and outside, to provide this additional support. Staff should keep under review the number of children who receive supports out with the classroom either individually or in small groups to ensure that this is having the desired outcome for children.
- Senior leaders have a clear overview of the progress of all children who require additional support with their learning. Teachers review targets in children's additional support plans termly. This ensures that children, parents and staff are aware of children's progress. Staff should build on this to ensure that both long and short-term targets are co-constructed with all children and their parents to ensure that children are aware of their next steps in learning.
- Last session, staff introduced Dyslexia Ambassadors as part of the pupil leadership programme. Children were encouraged to share their own experiences of how dyslexia affects them and their school life. This experience not only increased their confidence but helped develop a greater understanding and recognition of the impact of this additional support need in others.
- Staff actively promote the ethnic diversity, wide range of cultures and religious beliefs which are evident around the school. The highly successful, child inspired project 'My Scotland, Your Scotland, Our Scotland' encouraged children and their families to share information about their current and historical cultural identity. As a result, children, their parents and staff have a greater understanding of the diverse community in which they live and work. Across the school, children recognise and value individual similarities and differences and are increasingly able to recognise and challenge discrimination. Staff should continue with their plans to develop this evolving programme this session to ensure a shared definition of bullying and agreed roles and responsibilities, reflecting updates in national guidance.
- All children learn about the articles of the United Nations Convention of the Rights of the Child (UNCRC). They all contribute to the relevant class charters which are clearly displayed in their classrooms. These charters, along with the code of conduct, support children to recognise and understand how their actions impact others. As a result, children demonstrate consideration of others and ensure they are included, for example, in classroom activities and games during break times. Staff should continue, as planned, to review policies and procedures across the school to reflect the UNCRC more explicitly.
- Staff have developed highly effective transition arrangements that support children well throughout their learning journey. Children and families are welcomed into the school community, with well-planned activities and bespoke support ensuring smooth transitions from nursery through to secondary. The stage-to-stage programme is well established. Senior leaders should continue to evaluate fully the programme from P7 – S1 to ensure that it meets the needs of all children.

- 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.

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 in literacy and numeracy

- Overall, attainment in literacy and numeracy is good. In session 2024/25, most children at P1 and P7 achieved expected CfE levels in literacy and numeracy. At P4, most children achieved expected levels in listening and talking, reading and numeracy. The majority of children achieved expected levels in writing. Across the school, a few children could achieve more in literacy and numeracy.
- Most children who require additional support with their learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children make good progress from prior levels of attainment in reading, writing, listening and talking.

Listening and talking

- At early level, almost all children follow instructions confidently and listen very well to adults and their peers. At first level, almost all children take turns and contribute at the appropriate time during group discussions. They respond to different types of questions to show understanding. At second level, most children contribute their own viewpoint and show respect for the views of others' opinions or ideas. They speak confidently and communicate clearly, audibly and with expression in different contexts. They should now develop further experiences to enhance their debating skills.

Reading

- Staff, children and parents developed very well a culture of reading across the school. Children in the reading leadership group organise and promote a love of reading across the school. The attractive and well-stocked school library encourages children to read for enjoyment successfully.
- At early level, almost all children use knowledge of sounds, letters and patterns to read words very well. They read aloud familiar texts with attention to simple punctuation and answer simple questions to predict what will happen next. At first level, most children read aloud using expression and explain their preferences for particular texts and authors. They answer literal and evaluative questions well. A few children are at the early stages of understanding inference. At second level, most children read with fluency and expression. They have a clear understanding of texts and discuss the main ideas of the plot. Children should continue to develop skills in comprehension by creating different types of questions to show understanding of texts.

Writing

- At early level, most children use capital letters and full stops accurately to punctuate their sentences. They write to convey their ideas and experiences whilst forming most letters legibly. A few children rely on overwriting or copying to create sentences. They should now be given more opportunities to develop their independent writing skills. At first level, most children write in a logical order and include relevant information in their writing. They use knowledge of spelling strategies when spelling unknown words. At second level, most children write grammatically accurate sentences and demonstrate a clear structure in their plots. They engage the reader by using a varied vocabulary to develop settings and characters. Across the school, teachers should support children to understand what makes their writing successful. Children should have planned time to improve their work in response to feedback. This should help children develop important reviewing and editing skills that support their writing across the curriculum.

Attainment in Numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level children are increasingly confident in using a variety of strategies for calculating addition. Almost all children identify coins to £2. A few need more practice within subtraction 10. At first level, almost all children understand place value to 100 and round numbers to the nearest 10 or 100 confidently. Most children add and subtract two-digit numbers accurately. They are not as confident solving calculations mentally. At second level, almost all children work confidently with the equivalent forms of decimals, percentages and fractions to solve problems. They show fast mental maths skills.

Shape, position and movement

- Children at early level name simple two-dimensional (2D) shapes in their familiar environment and discuss key properties. At first level, children find right angles in their environment. At second level, most children calculate accurately the perimeter of simple 2D shapes. Children at second level are developing their competence plotting locations on a grid very well. Across the school children should develop further their understanding of the properties of three-dimensional (3D) objects, appropriate to their age and stage.

Information handling

At all levels children are developing a good understanding of how information can be displayed and analysed in a range of ways such as pictograms and graphs. Almost all children answer questions from charts, diagrams and tables to extract information appropriate for their age and stage. Children at all stages would benefit from further opportunities to handle information using digital technology.

Attainment over time

- Attainment data shows a decline from early to first level in literacy and numeracy, followed by improvement from first to second level. This reflects fluctuations in the school roll and the number of children requiring additional support. Senior leaders and staff use a wide range of assessment information to track progress, identify interventions, and evaluate their impact. Their strategic and data-informed approach has led to improved attainment for individuals and groups. Staff should raise attainment further in literacy and numeracy and across the curriculum.
- Children's attendance remains above the national figure at 94.3% though has not yet returned to pre-2019 levels. A few children have persistent absence, often due to term-time holidays.

Staff maintain accurate records and regularly communicate the importance of attendance to families through various channels. Senior leaders have developed a clear attendance policy and use targeted interventions effectively, including home visits and agency support, to address persistent absence. These measures have led to improvements in individual's attendance. There have been no exclusions in recent years. When children require part-time timetables, staff work successfully with parents and partners to ensure that there are robust plans to support increased attendance.

Overall quality of learners' achievements

- Children at all stages benefit from a wide range of leadership roles. They have made positive changes and worked well with a pro-active staff team to improve their school. Children develop leadership skills, skills in working collaboratively and an understanding of how to affect change through these roles.
- Staff recognise and celebrate successfully children's wider achievements in and out with school very well. Children are proud to have their achievements celebrated during assemblies, on wall displays and through online platforms. This helps children build confidence and self-esteem. Senior leaders track wider achievements, which enables them to identify children who may be at risk of missing out on opportunities to achieve and experience success. Staff pro-actively engage with these children and their families to increase participation. Staff are at the early stages of supporting children to identify the skills gained through leadership roles and wider achievements. They should monitor these skills to identify gaps and ensure progression in skills for learning, life, and work.
- Almost all children at P4 to P7 and most children at P1 to P3 benefit from a wide range of extra-curricular activities. Children speak with pride about clubs such as athletics, football, choir, chess and street dance. Almost all children at P7 attend a residential experience. Children develop confidence, teamwork and communication skills through these extra-curricular experiences.

Equity for all learners

- The headteacher and staff have a clear focus on ensuring that equity is at the heart of the school's work to improve outcomes for all children. All staff have a very good understanding of the socio-economic background of children and their families. Tracking meetings are informed by comprehensive data, such as free school meals statistics, socio-economic information and details of children's additional support needs. Staff analyse this data well to identify equity gaps and provide appropriate interventions for individuals and groups of children. This results in improved outcomes for children. For example, interventions to support attendance resulted in a reduction in the poverty-related attendance gap, supporting children to increase their engagement with learning.
- A clear plan, strongly supported by the Parent Council, is in place to reduce the cost of the school day. Interventions, such as subsidising school trips, clubs and events, are planned to ensure all children participate in all aspects of school life.

Practice worth sharing more widely

Using the whole school community to value and celebrate diversity.

This is a strong example of how the school promotes and celebrates the ethnic diversity, wide range of cultures and religious beliefs represented within its community. Staff worked closely with children and families to co-create the highly successful child-inspired project 'My Scotland, Your Scotland, Our Scotland'. This initiative enabled families to share aspects of their cultural identity, both historical and current, and culminated in a whole-school celebration of diversity.

- The project provided a meaningful platform for children and families to showcase their heritage, strengthening the sense of belonging and pride across the school community.
- A full-day celebratory event highlighted the rich and varied cultures represented in the school, with children leading activities that reflected their traditions.
- Families and staff report a deeper understanding and appreciation of the diverse community in which they live and work.
- Children demonstrate increased confidence in recognising and valuing similarities and differences and are beginning to challenge discrimination when it arises.
- Relationships across the school are highly positive and respectful, underpinned by a shared commitment to inclusivity and mutual respect.

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.