

# Summarised inspection findings

**Belhaven Hill School**

Independent

9 December 2025

## Key contextual information

|              |                      |
|--------------|----------------------|
| School name  | Belhaven Hill School |
|              | Independent          |
| SEED number: | 5582636              |
| Roll         | 161                  |

Belhaven Hill School is an independent, co-educational prep school for children aged four to 13. At the time of inspection, there were 161 pupils. Reception and Forms 8 to 6 make up the pre-prep part of the school for children aged four to seven. Forms 5 to 1 are the prep part of the school. The majority of prep school children are boarders. Day pupils live locally and some travel in from areas such as Haddington, North Berwick, East Linton and Berwick-Upon-Tweed. The school is a charitable trust, led on a day-to-day basis by the headteacher and senior leadership team. An experienced Board of Governors, the Trustees of the charitable Trust, provides strategic direction for the school. The curriculum has been developed by Belhaven staff and reflects the school values of creativity, courage and courtesy as well as developing knowledge, questioning and communication. Children in the prep school are taught by subject specialist teachers. Children and young people work towards scholarship, Common Entrance and entrance tests and exams for senior schools across the UK and beyond.

The school is set in extensive grounds and has easy access to the nearby beach. The building of a new teaching space for technology known as the 'Makerspace' has been completed. This is a project that will provide interactive teaching spaces for Belhaven Hill School children and young people. There are plans for children and young people from local schools to have the opportunity to access this area also.

### 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

- Belhaven Hill School is an inclusive, nurturing and welcoming place where children and young people learn and thrive. The headteacher is highly ambitious for the children and young people. He has a relentless focus on improving learning experiences and outcomes for them. The headteacher, when appointed five years ago, shared his vision that all members of the community be courteous, creative and courageous. Staff and children share this vision and it has become firmly embedded as school values. Children and young people demonstrate these values consistently in the ways they work with each other and with all staff. The community feel like members of an extended family, all united in wanting the very best for each other.
- The headteacher has provided strong and empathetic leadership through a number of significant changes including the introduction of a pre-prep provision. He is supported by two deputy headteachers who have strategic responsibility for aspects of school management such as learning and teaching and pastoral support. Senior leaders have instilled a clear focus for all staff on ensuring children and young people's wellbeing and meeting their needs are at the centre of all staff's work. They have an open and approachable style of management. All staff feel empowered to discuss ways they can improve the experiences of children and young people. Their suggestions and ideas are given careful consideration and senior leaders support staff in their leadership roles. Children and young people share confidently their ideas and suggestions. They know these ideas are welcome and valued. The headteacher is a highly visible member of the wider community. Parents value highly his open and welcoming approach to working with them and his solution-focussed attitude. They trust his judgement and the ways that he works with them in partnership to ensure the best outcomes for children and young people.
- Senior leaders work very well and collegiately with heads of pastoral care, learning support, subject departments and the bursar to improve outcomes continuously for children and young people. The headteacher provides very strong strategic leadership and supports colleagues well to carry out their remits and responsibilities. The introduction of the pre-prep has been well received and staff leading this have created warm and nurturing approaches to supporting children and their progress. Heads of department who work closely with pre-prep colleagues are developing coherent courses and approaches that link children's learning well in areas such as literacy, numeracy and wellbeing. There is scope for similar approaches to extend to other curricular areas. All staff have high expectations of children and young people. There is a relentless focus on improving outcomes for all learners and supporting children and young people to achieve highly.
- The Board of Governors provides strong support and challenge for senior leaders in all aspects of the running of the school. The strategic approach of the governors and headteacher is a major strength of the school. Together they have developed a shared vision for the future of the school that is fully understood and underpins the work of all staff. The Chair of the Board of

Governors is highly experienced and her passion and ambition for Belhaven Hill School to be the very best for children and young people is at the centre of the work of the Board. Board members have strategic roles linked to their own knowledge and skill set. There is a clear focus on safeguarding, education, developing the school's links with the community and financial management.

- Senior leaders have a clear approach to whole school improvement. They identify areas of strength and priorities in need of development as part of the whole school self-evaluation process. Robust discussions with staff, as part of professional review, identify those best placed to lead on areas for improvement. Heads of department work with colleagues to identify key priorities and who is best placed to lead on aspects of department improvement. There is scope for school and department priorities to be more closely aligned and for the process to be streamlined. Staff place a high level of trust in senior leaders and are fully supportive of the changes that have been made in recent years. Staff leading development priorities and working groups create regular update reports for Board meetings. This strengthens the oversight the Board of Governors have on school improvement as it provides another level of quality assurance on progress for key development priorities.
- Senior leaders identify skilfully staff best suited to a wide range of leadership activities. Staff feel they are well supported in these roles. They value how open senior leaders are to them suggesting possible professional development opportunities. Senior leaders model well a strong collegiate ethos to leading change and this is fully embraced by teachers and staff. Children and young people benefit from a united staff who want to ensure all children and young people enjoy learning and developing their skills and knowledge.
- Children and young people across older year groups develop their leadership skills in a wide variety of roles such as the student council, patrol leaders and committee members. Young people are appointed to significant senior roles such as school captains. Children and young people develop strong leadership and communication skills very well as part of these roles. They welcome visitors to the school and speak warmly and maturely about the school and the benefits of being part of the Belhaven family. Senior leaders consult with members of the student council on school development priorities. As a result of these activities, the majority of children and young people feel that their views are sought and considered. Senior leaders should consider the best ways to share the work of pupil leadership groups and the impact these could have on school improvement. There is scope for younger children to be involved in more leadership roles.
- Senior leaders have very strong and productive partnerships with former pupils through organisations such as the 'Old Belhavians' and with a wide variety of organisations. These links support the work of the school through fundraising that supports key development projects and bursaries. The Belhaven Parent, Teacher and Friends Association (PTFA) provides a supportive and popular connection for parents and teachers. The PTFA runs a wide variety of events for parents to meet and socialise across the school year. There is a strong focus on fundraising that, in turn, supports charities and school funds. Parents play a key role in supporting parents who are new to the school or who do not live close by. This strengthens the feeling of Belhaven Hill School as a family which is there to support each other. Senior leaders work very well with parents as partners. In pre-inspection surveys, almost all parents stated they are satisfied with the leadership of the school and would recommend Belhaven Hill School to others.

## 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 there is a purposeful, calm, nurturing and inclusive climate for learning. Strong, positive relationships between staff and children and young people are evident. The effective teamwork of all staff serves to strengthen these relationships. All children and young people are friendly, courteous, confident and articulate. They behave very well and demonstrate the school values in their interactions with each other, staff and visitors.
- Almost all children and young people feel they are encouraged to do their best at all times. They demonstrate high levels of engagement in all aspects of school life. They enjoy the challenges offered both academically and in co-curricular activities. Children and young people work very well in pairs, groups, and teams, as well as individually, during lessons, activities and clubs.
- All children and young people take part in an extensive range of outdoor learning experiences. Teachers plan a breadth of relevant activities using the school grounds and local area very well to support children and young people's learning in meaningful and purposeful ways. These include Forest Schools sessions, exploring habitats, creative writing and camping within the school grounds. In addition, children and young people benefit from a range of visits from partner agencies and educational trips. These rich experiences enhance children and young people's learning experiences within and beyond the classroom.
- In pre-prep, children benefit from specialist teachers in art, drama, music, physical education and outdoor learning. From Form 5 onwards, children experience a more extensive range of specialist teachers, enabling them to extend their skills, knowledge and experiences. They benefit from a clearly structured progression of teaching across the curriculum as they progress through the school.
- Across the school, almost all learning environments are well organised and attractive. Almost all teachers use displays effectively to highlight helpful learning strategies and celebrate children and young people's learning and achievements. In almost all lessons, teachers explain the focus of each lesson well and instructions are clear. Most teachers share the purpose of the learning well with children and young people. In a minority of lessons, teachers explain to children and young people how they can be successful in tasks. Teachers should now build on this and support children and young people to co-construct ways to be successful in their learning. This will help children and young people to know more clearly how well they are progressing and what are their next steps in learning. Almost all teachers use questioning well to check for understanding and to clarify teaching points. In a minority of lessons, teachers extend these questioning techniques to support and challenge children and young people's thinking. Staff should continue to work together to develop the use of questioning across the school.

- Children and young people respond well when given opportunities to lead and direct aspects of their learning. However, across the school, too many lessons are overly teacher directed. In a significant minority of lessons, learning activities are not appropriately challenging for all children and young people. Teachers should ensure all tasks are set at the right level of difficulty for all learners. Senior leaders should increase the sharing of best practice across the school to develop further the balance of adult-led teaching and active learning approaches. This will increase further children and young people's opportunities to lead and take responsibility for their own learning.
- The support for learning team works very well with class teachers and teaching assistants. Together they provide well-planned support for children and young people who may experience barriers to learning. They address identified gaps in children and young people's literacy, numeracy and wellbeing. This results in increased pupil engagement and attainment.
- Teachers use an increasing range of digital technology effectively to support and enhance children and young people's learning. In most lessons, teachers make effective use of technology to enhance learning and teaching. This includes the use of images and videos as a stimulus for learning. Across the school, all children and young people have access to an individual device. They use their devices well to support their learning across the curriculum. For example, they carry out research, and word processing and create study aids including podcasts. Teachers use a range of digital accessibility tools to effectively adapt and personalise learning for individual children and young people.
- In younger classes, play is integrated well into the day. Children benefit from a range of well-planned play experiences where they make choices about what and how they learn. They access a wide range of resources independently and demonstrate creativity and problem-solving skills when following their own interests. Teachers support children's learning through direct teaching activities with small groups. This approach scaffolds children's learning very well and enables them to make appropriate progress in their learning. A few children would benefit from more challenging play opportunities that extend further their learning.
- In most lessons, teachers use a range of formative assessment strategies appropriately to check children and young people's understanding. In a minority of lessons, children and young people self-and-peer-assess their work regularly. They use prompt sheets successfully to keep their assessment focused and accurate. In most lessons, teachers provide helpful feedback to support and encourage children and young people's learning. Teachers should develop further the quality of their written feedback. Most teachers use plenary sessions well to support children and young people to review their learning. In a few lessons, teachers help children and young people to reflect on the skills they have developed during learning. Teachers need to plan appropriately to incorporate the language of skills throughout the delivery of lessons. This should help children and young people to make better connections between what they are learning and the skills they are developing.
- Teachers make strong use of a range of assessments to identify children and young people's progress across the curriculum. They outline their approaches in a helpful assessment overview. Teachers' professional judgements are informed and validated by the use of summative assessments and an increasing range of formative assessment. This includes standardised assessment data and curricular exams. Senior leaders support teachers well to make use of diagnostic information gained from assessments to understand children and young people's strengths and gaps in learning. Teachers should continue to develop their skills in using data to inform their planning. This should help ensure they provide all children with appropriate challenge in their learning.

- Teachers within the English, maths and science departments engage in moderation activities across the year. Teachers value the opportunity to share practice with each other to improve the quality of learning and teaching. Senior leaders should now provide further moderation activities across all areas of the curriculum, both within and beyond the school.
- All teachers plan learning well at key points across each term. They use helpful schemes of work to identify appropriate learning outcomes, activities, and resources. They should ensure going forward, that short-term planning reflects the needs of all children and young people in class, providing appropriate guidance and challenge.
- Senior leaders hold robust termly tracking meetings with year group teachers. They discuss children and young people's progress across the curriculum and their personal development. Senior leaders provide detailed summaries of the tracking meetings showing strengths and areas for development. Senior leaders work with teachers to identify appropriate targeted interventions for children and young people with gaps in their learning. They analyse the effectiveness of all interventions that support children and young people's progress over time. They adapt these interventions whenever necessary to ensure all children requiring additional support make the best possible progress in their 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. Areas for development have been agreed with the school and the governors.

### 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

- There is a strong and shared commitment to wellbeing and children's rights across the school. Staff fully recognise their role in supporting the wellbeing of all learners within a context of the shared values. Most children and almost all young people recognise they have a trusted adult to whom they can speak with when worried or upset. Children and young people enjoy very positive, supportive relationships with staff across the school. Staff know the strengths and needs of children and young people well and use this information to support them to develop resilience, respect and a sense of responsibility towards themselves and others. Children and young people enjoy and participate enthusiastically in all aspects of school life as they feel encouraged to always try their best. There is a strong focus on children's rights which connect well with the core values of the school. There is a weekly focus on a different article within the United Nations Convention on the Rights of the Child Articles chosen by children and young people. They lead assemblies and bring performance skills through drama to highlight the importance of rights and their relevance to their own lives.
- Every child and young person in the prep school has a tutor whom they meet daily, providing consistent pastoral support and guidance. These small group settings foster trust, high expectations and celebration of the achievements of children and young people. In addition, the tutor provides a valued point of contact for parents. In pre-prep, high quality pastoral care is delivered by the class teacher. The daily staff briefing shares relevant information about key events in children and young people's lives. These briefings ensure that all staff are aware of emerging concerns and can respond quickly and consistently.
- Staff use the wellbeing indicators as a shared language to discuss needs and support children and young people to reflect on how they feel about their own wellbeing. The personal, social health education programme is carefully designed around the wellbeing indicators and key themes are revisited and developed in greater depth as children and young people move through the school. Children and young people respond positively in lessons, engaging with topics such as keeping themselves safe and healthy and forming and sustaining positive relationships. They understand many factors that can affect their own wellbeing and the importance of building characteristics such as resilience and perseverance. They use frequently the 'pupil voice' boxes, located across the school, to raise issues. Senior leaders seek actively the views of children and young people, parents and staff and carry out regular wellbeing surveys. The results of these surveys demonstrate a high level of wellbeing and overall satisfaction across the school. Senior leaders should now, as planned, make greater use of surveys and school council discussions, to identify further which activities have the greatest impact on engagement and wellbeing.
- Children and young people benefit from high-quality physical education, including training by specialist coaches. There are games and performing arts programmes, as well as an extensive

range of activities and participation in competitions such as the public speaking award all play a vital role in support children and young people's mental, emotional, social and physical wellbeing. The variety of sports and activities on offer supports children and young people to find areas where they experience success, building their confidence and helping them to lead healthy and active lives. Children and young people are supported to take risks in a measured way. Children and young people are encouraged to take an active interest in food and health through the work of the food committee. They decide the menu for one day per week and discuss regularly how to improve the food experience within the school. Children and young people are confident that their views are considered.

- Staff have a strong understanding of their statutory responsibilities. Senior leaders work closely to ensure that relevant information is shared in a timely manner with appropriate staff and is considered as part of planning for learning and teaching. They have introduced clear referral procedures through a digital management system. This provides effective routes for staff to raise any concerns they might have. The learning support department plan very effectively to ensure that children and young people who require additional support are supported to make very good progress in their learning. Children, young people and their families work with learning support staff to create learning and wellbeing plans and agree strategies. Staff make very effective use of specialist support such as occupational therapy, educational psychology, and play therapy to meet the needs of children who may require support. Parents are positive about the high-quality, individual support their children and young people receive.
- Children are developing their understanding and awareness of diversity and equality through the school's health and wellbeing programme. Children and young people have opportunities to celebrate different religious festivals. Belhaven Hill School offers a bursary programme which enables pupils from a wider range of backgrounds to access the school. International pupils are welcomed as an integral part of the Belhaven community. Some games are taught in mixed groups, for example cricket is fully mixed up to Under 11 years of age, providing boys and girls with equal opportunities to develop skills and represent the school. This inclusive approach is helping to foster stronger relationships across year groups and is beginning to challenge stereotypes around participation in sport. Staff should continue to support young people to develop an understanding of equality and diversity in wider contexts.
- Senior leaders recognise the importance of supporting children through transitions between home and school. There is frequent detailed communication between home and school for those who are boarders on a very wide range of matters that are relevant to each individual. This helps children and young people settle comfortably into school life. Children and families are very well supported throughout key transition points. Children and young people leaving school are very well supported in choosing their new school and preparing for Common Entrance exams. There are taster days and whole school 'Moving Up Day' where new pupils come and join their prospective groups and spend the day doing activities. As a result, almost all children and young people speak positively about their experiences and becoming quickly included in the life of the school.

## 3.2 Raising attainment and achievement

very good

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

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

- Belhaven Hill School is non-selective. Across the school, a minority of children and young people require additional support in their learning. At all stages, these learners are well supported by teachers and make very good progress towards their individual targets. All young people in Form 1 who left school in June 2025, achieved places in their chosen senior school. The majority achieved scholarships. These included scholarships for academic attainment, art, drama, music, sport and all-round achievement.

### Attainment in literacy and numeracy

- Overall, children and young people's attainment in literacy and numeracy is very good. Most children and young people across the school achieve expected standards. A minority of children and young people are working beyond expected levels. With increased challenge a greater number of children and young people could be exceeding expected standards.

### Listening and Talking

- Almost all children and young people are making very good progress in listening and talking. Children and young people develop their talking skills in formal situations, such as in individual talks and debates. Younger children listen well and follow their teacher's instructions. Children at the middle stages make relevant and meaningful contributions to class and groups discussions. They build on the ideas of others and disagree respectfully when their views differ from that of their peers. At the upper stages, young people communicate clearly. They express their views very effectively and respond respectfully to the ideas of others.

### Reading

- Across the school, children and young people demonstrate a love of reading. They share confidently their favourite texts, characters and authors, giving detailed reasons for their preferences. Most younger children use their knowledge of sounds, letters and patterns well to read words. They use pictures confidently to predict what might happen next in a story. Most children at the middle stages read fluently and with expression. They understand well writing techniques authors use to engage the reader, for example, rhetorical questions and cliff hangers. At the upper stages, most young people apply a range of skills and strategies successfully to read and understand texts. They share confidently their thoughts and opinions about structure, characters and setting.

### Writing

- Overall, most children and young people are making very good progress in writing. Across the school, standards of children and young people's handwriting and presentation skills are of a high quality. At the early stages, children form letters correctly. They use capital letters and full stops with increasing accuracy in sentences. At the middle stages, children write independently, punctuating most sentences accurately, for example using question marks, speech marks and exclamation marks. They use relevant, interesting vocabulary appropriate to

the context. At the upper stages, young people are aware of the relevance of different texts in their life. They apply their knowledge of grammar, punctuation, and spelling to communicate effectively. Across the school, there is scope for children and young people to engage in more regular opportunities to write for a wider range of purposes.

### **Number, money and measurement**

- At the younger stages, children identify and recognise successfully numbers from 0 to 20. They are developing confidence in adding and subtracting within 20. They tell the time well using o'clock and half past on an analogue clock. Children at the middle stages, are confident when rounding numbers to the nearest 10 and 100. They calculate the total amount of money spent and change required accurately. At the upper stages, most young people confidently explain the link between digit, its place and its value, including the value of 0 and use rounding to routinely estimate the answers to calculations.

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

- Across the school, most children and young people identify and describe accurately the properties of two-dimensional shapes and three-dimensional (3D) objects appropriate to their age and stage. At the younger stages, children use the language of position and direction well, including in front, behind, above and below to follow instructions in movement games. Children at the middle stages know that a right angle is 90°. They compare and describe confidently the size of angles in relation to a right angle. At the upper stages, young people use specific mathematical language appropriately including acute, obtuse, straight and reflex to describe and classify a range of angles. They have a secure understanding of the relationship between 3D objects and their nets and use scale successfully to draw a shape.

### **Data-handling**

- At the younger stages, children use their knowledge of colour, shape and size to sort objects. They answer well simple questions about information in a graph. At the middle stages, most children use a variety of different methods with increasing confidence to display data, including bar graphs and tables. At the upper stages, young people collect, organise and display data accurately in a variety of ways including creating surveys, tables, line graphs, simple pie charts and spreadsheets. They analyse, interpret and draw conclusions from a variety of data confidently. They are beginning to use the language of probability accurately and to calculate percentage chance.

### **Other Curricular Areas**

- All children and young people receive significantly more than two hours of high-quality physical education each week. Staff provide a wide variety of engaging opportunities, including sailing, paddleboarding, skiing and horse riding. Children and young people value the opportunity to participate in these activities, as well as more traditional sports such as hockey, cricket, rugby, football and athletics.
- Children learn French from reception onwards, taught by specialist teachers. As children and young people progress through the school, they also learn Spanish and Latin. By the upper stages, young people read, write and speak in these languages to a high level.

### **Attainment over time**

- Attainment information shows a clear pattern of sustained, high levels of attainment across the school and importantly, across curriculum areas. Teachers across individual subjects and stages use successfully a range of assessments, including end of year examinations to monitor children and young people's progress and attainment. Senior leaders and teachers work together collaboratively to create a full overview of all children and young people's progress and attainment across the entirety of their learning.

- Senior leaders use digital applications to assist them to monitor and track children and young people's attainment. As planned, they should continue to review and refine the tracking systems. A more streamlined system will further increase teachers' analysis of quality data overtime for individuals and groups of children and young people.

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

- The breadth of the co-curricular programme at Belhaven Hill School is one of the major strengths of the school. It is valued highly by all staff and children as a natural extension of the academic curriculum. Children and young people demonstrate a wide variety of skills and knowledge through the clubs and activities. Children and young people suggest activities they are interested in and staff do all they can to meet such requests. In the upper stages, almost all young people develop their leadership skills through the patrol system.
- Children and young people benefit from participating in a range of sporting activities within and beyond school, including regular sports fixtures. They demonstrate a sense of fair play through representing their school at a competitive level. Staff balance a wealth of sporting opportunities with the recent introduction of Performing Arts Fridays. Children and young people participate in a range of activities including stage combat, circus skills and debating. These activities support children and young people to demonstrate communication skills and confidence. All children and young people take part in high-quality drama productions each year, for example Saltire Rock. In addition, almost all children and young people benefit from the opportunity to learn to play at least one musical instrument, often to a very high level. Many children and young people achieve practical and theory music exams, including piano, singing, strings, woodwind, bagpipes, drumming and guitar. They perform both individually and with others in school choirs and bands. Children and young people achieve national recognition in computing awards, as well as national poetry competitions.
- Children and young people support communities and causes through fundraising and volunteering. Children and young people organise fundraising activities, visit local care homes and sing at local community events. Children and young people demonstrate a strong sense of service, care and responsibility for others through these activities.
- Children and young people work towards achieving the Belhaven Award. The award supports children and young people to develop valuable skills related to the school's core values. Staff celebrate children and young people's achievements in and out of school through assemblies, displays, online platforms, newsletters and prizegiving events. Children and young people record their achievements in a personal profile. Staff should work with children and young people to further develop the profiling of achievements. This should include the tracking of skills children and young people are developing through co-curricular activities.

### **Equity for all learners**

- Senior leaders and all staff ensure that all children and young people benefit from the all-round educational provision at the heart of the school's ethos. The personalised admissions process ensures that children and young people receive the appropriate support they need to participate fully in the life of the school. The headteacher manages requests to provide access for prospective and current children and young people with sensitivity and good judgement. Staff work positively with the Belhaven Parent, Teacher and Friends Association (PTFA) to provide families with uniform and sports equipment. These approaches are helping to provide equity of opportunity for all children and young people.

## 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.