

Summarised inspection findings

Kemnay Primary School

Aberdeenshire Council

26 November 2024

Key contextual information

Kemnay Primary School and Nursery Class is a non-denominational school set in the rural village of Kemnay in Aberdeenshire. Currently there are 216 children in the school organised across eight classes. The headteacher and depute headteacher are well-established in the school and are non-class committed. In September 2023, over 90% of children resided in Scottish Index of Deprivation (SIMD) deciles 7-10, with the remainder in SIMD 4 and 5. Around 8.3% of children in P1-P7 are registered for free school meals. This is below the local and national average. According to school data, 39% of children have an identified additional support need. There have been significant staffing changes in recent years.

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

- Senior leaders have built trusting and supportive relationships with the staff team which is enabling staff collectively to make positive changes to the school. These improvements include the calm learning environment and the shared vision, values and aims. Senior leaders and staff meaningfully included children and parents in creating the Kemnay vision, values and aims. Almost all children have an increasing understanding of Perseverance, Aspire, Respect and Teamwork. Staff link these values well to the school badge and local area through planned activities which help children to understand fully their relevance. Older children help younger children to learn successfully about the values through their buddy work. Most teachers refer to these values regularly during learning and teaching, which is helping to embed this shared language with children. As a next step, senior leaders plan to share the vision, values and aims with the wider school community.
- Senior leaders monitor learning, teaching and planning regularly. They involve teachers in ongoing quality assurance on the work of the school through online surveys and collegiate discussions. Teachers share their views on school development, for example, when contributing to future school improvement plans. Almost all teachers feel included and valued in school improvement. Senior leaders carefully plan the pace of change to ensure there is a balance of new and current initiatives over time. Senior leaders should now consider how to involve all children and the wider staff team more collaboratively in school improvement and quality assurance. Where children have opportunities to share their views, they feel valued and empowered, for example, with recent changes to the bell and lunchtime arrangements. Children are ready for these opportunities to be extended to include a learning and teaching focus and school improvement priorities.
- Currently improvement planning is focused on developing play pedagogy, inclusion and developing skills for learning, life and work. The depute headteacher has engaged in high-quality professional learning on approaches to support inclusion. She is leading and implementing successfully this aspect of change through auditing and improving school and classroom environments and resources with staff. These significant changes, together with

staff professional learning, are already having a positive impact on staff confidence. Children who require support with learning are better engaged in school life and are beginning to build more positive relationships. Most staff, children and parents report that the needs of children with barriers to learning are met well. Senior leaders evidence well where changes have been impactful for individual children and families. Senior leaders and staff are reflective of their practice. Moving forward, senior leaders should ensure that all strategic priorities are based on robust quality assurance. They should review improvement priorities with staff regularly and adapt as necessary to continue to ensure their focus remains on improving outcomes for children.

- Senior leaders have created an ethos where teachers are encouraged to trial new learning and teaching approaches and lead aspects of school life. These include leading the newly formed pupil groups which include pupil council, digital leaders and outdoor learning. Recently, teachers led effectively a school reading for enjoyment focus, supported by parents. This has encompassed re-vitalising the library, motivating children to read more and widening the variety of books on offer across the school. As a result, children are enthusiastic about reading across the school and enjoy the range of reading materials on offer. This is contributing to maintaining high levels of attainment in reading over time. A few teachers undertake professional enquiries, for example, linked to play pedagogy. They collaborate well with colleagues within the school and across the cluster. This is helping teachers to develop, review and share their knowledge and skills. A few staff effectively lead on delivering nurturing approaches for a few children. This is successfully improving the quality of experiences for these children. Senior leaders should continue to support all staff to share and reflect collaboratively on practice within and beyond the school.
- Senior leaders have recently created a helpful 'staff hub' online platform which signposts staff to professional development, learning and teaching materials and useful tools. Teachers benefit from having access to school policies and documents in one place. This is beginning to support shared approaches across the school. Senior leaders have plans to develop this shared hub further. Senior leaders have created a useful collegiate calendar which details staff meetings and development work for the year linked to school and cluster plans. They meet with teachers termly to review planning, tracking and to amend interventions as required. This focus on children's progress is impacting positively on children's outcomes.
- Older pupils have opportunities to lead through pupil groups, the buddy system, and running clubs for younger children. Recently pupil groups have been extended to include all children across the school. This allows more children to share their views and feel included in improving their school and community. As a next step, children should be supported to understand the skills they develop through these opportunities.
- The headteacher leads moderation across the cluster which is currently linked to writing. Previously, teachers worked well across schools to moderate examples of children's writing. The headteacher felt this approach, although positive, could be strengthened further to include wider moderation approaches. As a result, he has developed a refreshed plan for the current session. Teachers are more confident in their professional judgement of children's progress from moderation. As a next step, staff should embed moderation within their own establishment and consider moderating curricular areas beyond writing across the cluster.
- All staff know children and families very well. They understand the socio-economic climate of the rural location and use this information to support children sensitively. Senior leaders seek the views of parents through online surveys and the Parent Council. They should consider how to involve parents in school improvement planning more meaningfully, including the use of Pupil Equity Funding (PEF).

2.3 Learning, teaching and assessment

satisfactory

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 benefit from learning in a nurturing and supportive climate. In almost all lessons there are positive relationships between adults and children. The school values are displayed prominently throughout the school, with most teachers referring to these in learning. As a result of a continued focus on the school values, most children recognise that their school helps them to understand and respect other people. The majority of children acknowledge that other children treat them fairly and with respect. Children should continue to be supported to understand the values and how these inform consistent, clear expectations of what is expected from them during learning.
- Staff employ restorative practices and have recently introduced strategies for promoting self-regulation and emotional literacy. This consistent approach is promoting a climate where most children feel safe and secure. Most children behave well most of the time. Staff support a few children who become overwhelmed and upset at times, to regulate their behaviour using agreed nurturing approaches.
- In most lessons across the school, teachers give clear instructions and explanations. However, these introductions often take too long, and children become disengaged. In too many lessons, the pace of learning is too slow and learning activities are not sufficiently challenging. This is leading to low level disruption. Teachers need to ensure that differentiation is a more consistent feature of their practice to ensure that children are engaged more effectively in learning. Senior leaders should include agreed strategies for differentiating learning to the recently introduced learning and teaching policy.
- In the majority of lessons, teachers share the purpose of learning with children and explain clearly what success looks like. In a few lessons, teachers encourage children to co-construct their success criteria. This is helping children to deepen their understanding of what they are learning, and how to evidence or demonstrate their learning. Teachers should now share and develop this practice consistently across the school.
- In most lessons, teacher's provide tasks for children which are clearly structured. In the majority of lessons, learning is too teacher-directed and resource based. Children would benefit from more opportunities to be independent and active in their learning. In doing so, teachers should consider how well they provide sufficient challenge to children who need it. When given opportunities to lead and direct aspects of their learning, children respond well. Teachers should now develop more open-ended learning tasks. This will better encourage children to be ambitious and provide them with increased choice around what and how they learn. This has the potential to improve engagement and motivation, by allowing children to take responsibility for their learning.

- Teachers use a range of questioning techniques to guide children's thinking and learning and to draw out children's knowledge of topics. In most lessons, questions are used well to support the review of previous learning. Children have a range of opportunities to respond, for example, directly to the teacher or in pairs. Teachers should improve their use of questioning to deepen thinking and extend learning. They should provide further opportunities for children to ask questions and to make links across subjects so learning can be transferred.
- In a few classes across the school, digital technology is used well to support learning. In these classes, children use technology to access applications to consolidate literacy and numeracy learning or to research topics. A few children utilise tools which help them to access the curriculum. Staff have correctly identified the need to continue to develop children's digital skills.
- Staff are aware of the importance of play based learning at the early level. They have undertaken enquiry projects with play as a focus and are positive about developing their practice further. Teachers have made a start at creating spaces to support learning through play. At present, the environment is not sufficiently supporting children to progress in their learning. As a next step, teachers should ensure that play is an integral part of learning and teaching. Teachers working at early level should work together to develop a model of direct teaching, teacher-initiated tasks and child led learning through play. Together, with senior leaders, staff should continue to work collaboratively across early and first level to develop more effective practice in this area. A significant next step is to plan the intended learning and to enhance and appropriately resource the environment. When implemented effectively, this will offer children challenging and exciting contexts to enable them to learn, create and develop the skills of independent learning.
- Teachers use a range of assessment approaches, including standardised assessments, to strengthen their professional judgements. Almost all teachers use regular, informal assessment strategies to check for children's understanding, for example, showing thumbs up. When responding to children, teachers should ensure that adequate time is given to share feedback. They should ensure that the feedback provided links closely to planned learning and success criteria. This will support children in their understanding of the task, of the learning and of their next steps.
- Senior leaders and teachers meet each term to review assessment evidence and monitor the progress children are making. They have well-established methods of tracking which support identification of children who are on track or who may need extra help to progress their learning. Senior leaders and teachers plan learning well for children who require additional support with learning. They provide individual and group learning plans for children who have barriers to learning, or are impacted by adverse circumstances, including poverty. They evidence clearly the positive impact of this planning on closing gaps in children's learning and improved wellbeing.
- Senior leaders have recently reviewed approaches to planning to ensure consistency across the school. Teachers plan learning over different timescales and involve children in the planning of interdisciplinary learning. Senior leaders have identified the need to use assessment information more effectively when planning learning. Teachers should now ensure planning is sufficiently detailed and progressive. They should ensure greater account is taken of the different levels of challenge required to meet the needs of all children effectively.

2.2 Curriculum: Learning pathways

- Teachers use recently revised planning formats in all curricular areas. These formats aid teachers to plan and track effectively for coverage across the experiences and outcomes of Curriculum for Excellence (CfE). Teachers have access to detailed local authority progression planners for curricular areas. Senior leaders should work with teachers to establish a consistent expectation of how these progression pathways are used. This should ensure planning for progression is in place for the four contexts of learning. This will help teachers to plan experiences which build on prior learning and skills, and support progression for all children.
- The school has grouped CfE experiences and outcomes to plan learning across the curriculum. This includes religious and moral education. This offers opportunities for making connections between themes and learning in religious and moral education and other areas of the curriculum. Staff should now evaluate how well current approaches are supporting children to understand religious and cultural diversity. They should ensure children learn about these aspects in a progressive way and experience breadth and depth in learning.
- Outdoor learning is a positive feature of the curriculum. Staff have recently undertaken training in outdoor learning. As a result of this, they are making increased use of the school grounds and nearby woodland. The majority of children now have regular opportunities to learn outdoors. Staff use outdoor learning as an opportunity to enhance learning in other curricular areas, for example, recording measurements of length of natural objects. This supports children well to learn and apply their skills in new contexts. As a next step, staff should develop a progressive programme of outdoor learning experiences. This will ensure a balance of learning through the outdoors and about the outdoors, including learning for sustainability. This will encourage progression of children's curiosity, independence and creativity skills.
- Children at all stages receive their entitlement to two hours of physical education each week. Teachers should support children to understand the skills they are developing as part of these lessons.
- Staff deliver the national 1 + 2 language policy effectively. Children in all classes learn French and older children learn Spanish in a planned progressive way.
- Staff should continue to explore opportunities for partnership working with local community groups, partners and businesses. This will support the development of children's skills in motivating and relevant contexts for learning. Teachers should continue to help children to identify how they are developing skills and capacities in a progressive way.

2.7 Partnerships: Impact on learners – parental engagement

- Parents receive helpful communication about school events and learning from social media, newsletters and parent events. They have regular opportunities to share their views on school through questionnaires and the Parent Council, known as Kemnay School Parent Group (KSPG). Most parents feel their child is well supported. They value the open-door policy and visibility of senior leaders. Senior leaders encourage parents to get involved in school life through volunteering, for example, to help with outdoor learning and the school library. A minority of parents would like more regular feedback about their child's progress in learning.
- KSPG has been instrumental in significant fundraising to improve the school playground and environment, which includes new play equipment for the playground. They worked in partnership with the community council. This is impacting very positively on children's experiences in the playground.

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

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff provide a safe and welcoming environment where children feel happy, valued and included. Most children report they feel safe at school and staff and other children treat them fairly and with respect. Most children are aware of the wellbeing indicators and can talk confidently about what it means to be safe, healthy, achieving, nurtured, active, respected, responsible and included. For example, children explain about how to stay safe online. P7 buddies assist younger children ably to learn about the wellbeing indicators. This allows older children to demonstrate they are responsible.
- Children assess their own health and wellbeing using the wellbeing indicators at several points across the school year. Senior leaders track effectively children's wellbeing assessments and discuss these with staff, children and parents. As a result, they put interventions in place that lead to improved wellbeing outcomes for children.
- Staff use a range of approaches to support positive relationships and behaviour which include restorative, nurture and trauma-informed practices. This results in most children displaying positive relationships and behaviours. Staff should support a few children to develop further their communication skills to allow others to speak without interruption. Senior leaders should review the relationships policy to bring it in line with current practice.
- Staff have recently introduced a common approach to developing children's self-regulation skills. Children share enthusiastically how they can manage their emotions using the strategies taught. For example, children explain how they use the five step strategy to calm their thinking when they become upset. They use distracting techniques successfully to manage unhelpful thoughts. Staff should continue to develop this successful work, sharing this approach with all stakeholders.
- Senior leaders' implementation of an inclusive learning resource has resulted in staff carefully reviewing their environment. Classrooms and spaces are now more nurturing and calming for children with a range of needs. Staff consider well the strengths and weaknesses within the environment and make adaptations that provide a more inclusive classroom environment. For example, each classroom has a calm reflection space that impacts positively on children's readiness to learn.
- Support staff are highly valued by staff and children. They provide bespoke guidance which secures positive outcomes for children. A few children benefit from attending the PEF funded Rainbow Room, where staff ably develop children's emotional literacy. Children have clear targets which result in them being more ready to learn in the classroom. Support staff are keen to develop their skills further and senior leaders should consider how they can facilitate this.

- The local community and pupil council worked together well to develop a section of the playground. This included installing attractive new play equipment. This resulted in children benefiting from a more exciting and engaging environment at breaktimes. Senior leaders should now consider, with staff and children, how they can develop the rest of the concrete play spaces.
- Staff understand well their responsibilities and statutory duties related to wellbeing, equality and inclusion. Senior leaders and staff have up-to-date approaches to child protection, safeguarding and meeting the additional support needs of children.
- Staff provide appropriate universal and targeted support for those who require additional support for learning. Children and parents contribute meaningfully to the creation of individual agreed targets. Senior leaders review child's plans regularly to ensure interventions and strategies to help children are planned and recorded in individualised plans. Staff work effectively with a wide range of partners including the Educational Psychology Service, Speech and Language Therapy and Nature Nurture Practitioner. They work collaboratively to provide support and guidance that advances outcomes for children and supports protected characteristics. For example, partnership working has improved attendance and engagement in learning. A few children benefit from bespoke packages including counselling, bereavement and pet therapy. Senior leaders regularly review the impact of this work to ensure children experience planned outcomes. Care-experienced children and their families are supported well to achieve positive outcomes.
- School staff and parents communicate sensitive information well which is supporting effective transitions throughout the day for children who need this. For example, two-way communication with the out of school care provision results in children feeling well supported as they move between environments.
- Teachers deliver a health and wellbeing curriculum that is based on the experiences and outcomes of CfE. This includes, learning about healthy food, lifestyles and activities that support children's wellbeing effectively. Teachers should ensure this learning is progressive and balanced and considers all aspects of the health and wellbeing curriculum.
- Senior leaders have robust processes in place to respond to any incidents of bullying. Most children believe when a concern is raised, it is managed well and resolved. Staff should now further develop children and parents' awareness of anti-bullying strategies. The headteacher should update the school relationships policy to reflect the restorative approaches in place.
- Staff and children have achieved rights education accreditation and rights are included as part of class charters. Staff should continue with plans to extend children's understanding of their rights. This will help all children to have a deeper understanding of what their rights mean for them and others.
- The headteacher has developed a programme of assemblies to help raise awareness of the protected characteristics. A minority of children understand that neurodiversity makes our brains unique and that we are all different. Staff should continue to develop all children's understanding to support them to recognise, understand, respect, and celebrate differences. All children have the opportunity to experience religious observance. Children would benefit from a more progressive approach to world religions to build on their understanding of diversity.

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, most children at P1, P4 and P7 achieve national standards in literacy and numeracy. A minority are working beyond national expectations at all stages. A few children would benefit from further challenge in their learning to help them make better progress. They could achieve national standards earlier, helping them to progress further in reading, writing and numeracy and mathematics.
- Senior leaders have identified the need to review how listening and talking is taught and assessed to ensure skills are taught progressively. Teachers need more robust assessment to report on children's attainment in listening and talking accurately.
- 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. The majority of children make good progress in writing and listening and talking.

Listening and talking

- Across the school, children are given opportunities to listen and talk through, for example, group discussions. Most are aware of the skills they need to listen well, take turns and share ideas. A minority of children at first level need to further develop their turn taking when working in groups. They would benefit from practising the skills for good listening and talking. At second level, a few children are developing skills in presenting well, through for example, their speeches to become captain of their house. Most children are further developing their presenting skills when working in pairs. Most children are confident and articulate when talking to adults and each other on an individual basis.

Reading

- Children who have recently achieved early level are beginning to answer simple literal questions about a text. They are beginning to develop fluency when reading aloud and should continue to be supported to develop decoding skills. At first level most children read with fluency. A few children need to further develop their understanding of texts read, answering a range of questions on a text. Most children at second level explain clearly their choice of reading for pleasure and their preferred author. They understand the value of reading the blurb to help them make appropriate choices in fiction and non-fiction texts. Almost all children at second level read fluently with expression. They are becoming more able in understanding and using strategies and tools to help them with unfamiliar words. They should continue to practise these skills to become more confident.

- Almost all children enjoy attending the attractive and well-resourced school library regularly. They talk confidently about how they choose a book to read in school or in class and share recommendations with others.

Writing

- Almost all children who have achieved early level write a simple sentence and a few write several sentences with appropriate punctuation. Most children form their letters correctly. They should continue to improve their handwriting. At first level children write in a variety of genres for example, letter writing and persuasive texts. Children are becoming increasingly aware of how to plan their writing. Children are not yet secure in applying spelling in different contexts and would benefit from understanding strategies and rules of spelling to help them improve. Children at second level write successfully in a variety of genres using emotive language, for example, in recounts. They are beginning to use a variety of figurative language, including metaphors and similes, to engage the reader. They should extend this further. They are gaining confidence in the use of direct speech, and most are able to spell common words accurately.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good. Across the school, children would benefit from increased opportunities to challenge mathematical thinking and extend and transfer learning. This will support children to develop a deeper understanding of how to apply numeracy skills in everyday life, for example through financial education.

Number, money and measure

- All children who achieved early level count accurately forwards and backwards to 30 and beyond. They calculate missing numbers, numbers between and doubles, demonstrating an increasing confidence with numbers. They know well the days of the week, months of the year and the timings of events during the day. Most children who achieved early level read digital and analogue clock displays for the hour. At first level most children explain why they select a particular method to solve a number calculation including using concrete materials, written or pictorial methods. They represent fractions accurately using pictorial and written representations and know where these go on a number line. At second level most children round numbers confidently to the nearest 1000, 10,000 and whole number. They are developing their knowledge of place value with numbers to a million. At first and second level children need to develop a deeper understanding of division. At second level most children need to revise complex subtraction strategies. At first and second level children would benefit from further consolidation of calculating change in money and financial learning.

Shape, position and movement

- All children who achieved early level have a confident knowledge of two-dimensional shape and patterns. They identify and draw correctly a line of symmetry. They need further practice in naming three-dimensional objects and positional movement. At first level, most children name a range of two-dimensional and three-dimensional shapes and objects, referring to faces, edges and angles. They would benefit from further revision of positional language. At second level, most children illustrate lines of symmetry on increasingly complex shapes and diagrams. At second level children need to develop a deeper understanding of the properties of two-dimensional and three-dimensional shapes and objects including nets and accurately drawing shapes.

Information handling

- At early level children accurately sort objects based on size, shape and colour, identifying shared features of the objects in a group. They are beginning to collect information to share in a diagram. At first level most children gather and sort data on favourite pets and mythical

creatures. They create bar graphs and successfully answer questions about the data displayed. At second level most children collate and display data accurately in charts and diagrams, which they use to draw conclusions from and answer questions. At first and second level children should now use digital technology to display data gathered.

Attainment over time

- Senior leaders have well established systems to monitor standards of children's attainment over time. The headteacher and depute headteacher make effective use of data to track the progress of different cohorts across the school. As a result, high levels of attainment are maintained over time. Senior leaders also use data well to ensure children who require additional support make appropriate progress. They review interventions and planned support to enable children to experience success and attain appropriate levels of CfE.
- Senior leaders' effective tracking shows that most children's progress at key stages against the national Benchmarks is meeting expected levels. Most children sustain good progress from prior levels of attainment in literacy and numeracy. As a next step, senior leaders should ensure tracking meetings identify children who would benefit from further challenge in their learning. This will ensure attainment for children working beyond expectations increases over time.

Overall quality of learners' achievements

- Children are proud of their successes and enjoy celebrating at assemblies and receiving headteacher awards. The headteacher tracks individual participation in wider achievement. Where children are not experiencing wider opportunities, they are encouraged to participate. As a result, almost all children in the school now engage with a range of achievement experiences. This is helping children to develop their sporting and teamwork skills and increase their confidence. Teachers should now consider how they track the skills achieved from these activities and help children to understand the skills they are learning.
- All children are given opportunities to develop their knowledge and skills through a variety of ongoing extra-curricular activities including football, netball and chess. This provision is supported by Kemnay Academy Sports' Leaders. Each year Primary 7 pupils develop their leadership skills through providing clubs for the rest of the school. Staff should continue with the recently expanded pupil decision making groups to encourage all pupils to contribute to the life of the school.

Equity for all learners

- All staff have detailed knowledge of families and have insight into the barriers children face in their learning and wellbeing. Senior leaders evaluate carefully the impact of interventions to help support children to make progress in their learning and wellbeing. The headteacher uses PEF effectively to provide additional staffing. This focuses on providing support for children helping them to achieve their individual targets. Staff evidence well the impact of these interventions on closing gaps in wellbeing and learning.
- Staff and partners offer free extra-curricular clubs and ensure all children are given the opportunity to attend a residential experience. They signpost families to available grants to support the cost of the residential trip. Senior leaders have a plan in place to subsidise the cost of local school trips to make sure all children can attend. They offer a well-resourced uniform bank. They should now consider how they can involve children in plans to minimise the cost of the school day.
- Attendance is above national and local authority levels. Almost all children's attendance is higher than 90%. Senior leaders effectively track attendance regularly. They support identified

children sensitively to remove barriers to attendance. This results in improvement in attendance for most identified children.

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.