

Summarised inspection findings

Addiewell Primary School

West Lothian Council

27 August 2024

Key contextual information

Addiewell Primary School is a non-denominational school in the small rural village of Addiewell in West Lothian. The school was built in 1978 and is within the West Calder High School cluster. It shares a campus with St. Thomas' Primary School. The school has six classes at the primary stages and the roll is 118. The school also has a nursery class. As the nursery was inspected by Care Inspectorate in the last 18 months, the school and local authority agreed that it would not be part of the school inspection.

Just over 60% of children who attend the school reside in deciles 1 or 2 of the Scottish Index of Multiple Deprivation (SIMD). Almost a quarter of the children are entitled to free school meals. Overall attendance in 2022/23 was 91.4% and there have been no exclusions in recent years.

The headteacher has been in post since 2018 and is supported by a principal teacher and an acting principal teacher. The school has a shared headship with Stoneyburn Primary School.

1.3 Leadership of change

good

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

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

- Staff have created a warm, nurturing and supportive ethos which clearly reflects a strong commitment to children's rights and their wellbeing. Across the school, children and adults interact with each other in a respectful and caring manner. The school values of respect, ambition, responsibility, tolerance, resilience and kindness are evident in the day-to-day work of the school. Children understand what these values mean and can apply them to different situations. As a next step, the school community should review their vision, values and aims to ensure that they are still relevant for the current context of the school.
- Senior leaders develop a comprehensive school improvement plan with clear targets, timescales and measures of success. They use a range of data, including staff feedback, quality assurance evidence and attainment information, to inform the improvement agenda. In session 2023/24, staff have focused on improving attendance, raising attainment in literacy and numeracy, promoting skills and closing the attainment gap. Senior leaders regularly review progress towards addressing improvement priorities and make adjustments to the plan as required. They should now consider reviewing the scope of the improvement plan to ensure that they can allocate sufficient time and resources to key tasks. Senior leaders should also take steps to involve staff, parents and children more fully in the identification of improvement priorities. This will ensure that the school community has greater ownership of the plan and understands how they contribute to school improvement.
- Senior leaders carry out a range of quality assurance activities. These include sampling children's work, reviewing forward planning, taking focus groups and observing learning and teaching. Senior leaders provide individual and collective feedback on strengths and areas for development based on the results of these activities. This has helped to support improvements

in areas such as sharing intended learning and supporting children to articulate their thinking. Senior leaders should now ensure that they systematically revisit issues identified as requiring improvement, such as the presentation of children's written work. This will enable them to evaluate progress and provide support as required.

- All teachers engage in relevant professional learning and take forward identified areas of the improvement plan. There are several examples of teachers initiating positive and well-paced change in practice at whole school level. These include the implementation of 'thinking classrooms' and the development of new approaches to delivering modern languages. Teachers collaborate effectively and are keen to learn from each other. They worked as a group to develop an agreed structure for lessons and to contribute to the development of the positive relationships policy. Support staff take a lead role in delivering and evaluating targeted interventions for children who require additional support. They also lead 'masterclasses' for children, which cover a range of curricular areas. Support staff are well placed to be involved more fully in many aspects of school improvement. Senior leaders should now ensure that teachers and support staff are supported to undertake a range of leadership roles with increasing confidence.
- Children have many opportunities to influence and lead change and improvement within the school. They take part in regular 'huddle' assemblies, where every child is encouraged to contribute their views on an aspect of school life. Senior pupils collect the responses electronically and the results are shared with senior leaders. These consultations have led to improvements in the breakfast club provision and playground resourcing. They have also provided information that informed the anti-bullying policy and new approaches to consultative planning for interdisciplinary learning (IDL). Almost all children are confident to make suggestions and most feel that their views are taken into account.
- Pupil leadership groups, such as the language ambassadors and wellbeing 'mini champions', are proactive in taking forward their clearly defined remits. They are highly committed to their roles. The children have regular meetings and agree on appropriate agendas and action points that they take forward effectively. Their work is having a positive impact on children's learning and wellbeing. Children who are involved in the groups can clearly identify the skills that they are developing as a result of their leadership roles. Senior leaders should now extend these leadership opportunities to include more children across the school. This will support improvement and increase the influence of pupil voice.
- Most parents feel that the school takes their views into account when making changes and senior leaders are committed to involving parents in school improvement. They use surveys, open mornings, school events and online meetings to give parents opportunities to express their views and provide feedback. The participation level is low, however, and senior leaders should now consider how to engage more parents in this important aspect of the school's work.
- Senior leaders use a range of data, including their own in-depth knowledge of the local context, to determine how to use the school's Pupil Equity Fund (PEF) allocation. They have identified correctly the need to provide universal and targeted interventions to accelerate the progress of children impacted negatively by their socio-economic circumstances. Senior leaders ensure that staff and parents are kept informed about decision making in relation to PEF. They now need to involve all members of the school community more fully in consultation about the use of additional funding and provide regular updates on progress.

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

- All staff work well together as a team to create a very positive and nurturing learning environment for all children. As a result, almost all children are well behaved and engage successfully in their learning. They enjoy being part of the school and are proud of their community. Children and staff treat each other with respect and demonstrate their understanding of their own rights and those of others through their actions. In a minority of lessons, teachers refer to the school values and reinforce them with children. Teachers should now build on this positive practice to ensure greater consistency across the school.
- Staff provide well-organised and attractive learning environments. Children's work and achievements are displayed and celebrated effectively. Teachers have established clear routines and transitions between activities are well-managed in most lessons. This is having a positive impact on children's engagement and behaviour.
- In most lessons, teachers plan activities well, ensuring a balance of opportunities for children to work independently and in pairs or groups. Across the school, teachers are becoming increasingly confident when using digital devices to support and enhance children's learning. However, in a minority of lessons, the pace of learning is too slow. Teachers should increase the pace of learning to support all children to be fully engaged in their learning. Almost all children interact positively during lessons, asking questions and providing appropriate contributions to class discussions. Teachers share intended learning with children. As a result, most children articulate well the purpose of their learning and understand the relevance of tasks and activities. In the most positive examples, teachers involve children very effectively in identifying the skills they will need to be successful. In these lessons, children can talk confidently about the skills they are developing.
- In the majority of lessons, teachers ensure that tasks are well matched to the individual needs of children. Senior leaders and teachers now need to ensure that approaches to differentiation across the school are of a consistently high quality. Teachers need to increase the level of challenge in tasks for identified children. They should use their knowledge of children's abilities in literacy, particularly in writing, to have higher expectations of what children can produce. This will help children to make improved progress in their learning.
- Most teachers use questioning effectively to check for understanding. They plan regular opportunities for children to discuss and recap the planned learning. This approach is supporting children to talk confidently about their learning and identify what they need to do to improve. In the most positive examples, teachers use questioning to develop successfully children's higher order thinking skills.
- In most lessons, teachers provide children with verbal feedback on what they are doing well and their next steps in learning. Approaches to providing written feedback are not yet of a

consistently high standard across the school. Teachers now need to develop further their use of written feedback and include next steps which align more closely to the agreed criteria for success. This should support children to identify clearly what they need to do to make progress in their learning.

- Staff at the early level are developing their use of play pedagogy to support children's learning. They engage positively with local authority support and national practice guidance. This is helping them to have a better understanding of their role as the adult in developing the play environment. Staff now need to develop further their understanding of how they can progress and consolidate children's learning using a balance of direct teaching and play experiences. They need to ensure that activities on offer provide appropriate levels of challenge for all children. This will support children to make appropriate progress in their learning and development.
- Teachers use diagnostic and standardised assessment activities across the year to gather information about children's progress in literacy and numeracy. They analyse assessment information effectively to identify children's strengths and development needs. This includes children who require additional support for their learning. Senior leaders and teachers have identified correctly the need to review and refine how they gather evidence about the progress children make. They should ensure a balance of summative and continuous high-quality assessment that informs next steps in learning. Teachers will benefit from further planned opportunities to engage in moderation activities in school and beyond. This will develop further their confidence in applying national standards accurately to assess children's progress and identify next steps.
- In most lessons, teachers use formative assessment strategies effectively to check children's understanding. This supports children to understand how to make progress with their learning. In the majority of lessons, children self- and peer-assess their work. All children have individual learning targets in literacy and numeracy. The quality of these targets is variable. Teachers should continue to develop more specific, measurable learning targets, in partnership with children. Children should be supported to evaluate their targets with increased rigour to ensure that they can identify appropriate next steps in learning.
- Senior leaders and teachers have reviewed and streamlined approaches to long- and short-term planning. This is supporting teachers to plan relevant and progressive learning experiences across a range of contexts. All teachers use agreed progression pathways to plan learning across all areas of the curriculum. Children have regular opportunities to give their views on what they would like to learn. Senior leaders and teachers should now develop approaches to assessing children's progress across the curriculum and include this in their planning.
- Class teachers have helpful meetings with senior leaders at various points across the session to discuss children's progress and attainment. Senior leaders provide teachers with a detailed breakdown of the equity profile of each class. This helps to ensure that all staff know and understand the potential barriers to learning. Teachers are building their confidence in using data to monitor children's progress. This is resulting in more reliable evaluations of children's progress across all levels. Most teachers use national benchmarks well to support their judgement on children's progress.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways to plan and deliver learning across all curricular areas. They consider well learning that links across different curricular areas ensuring it is a consistent feature of their practice. In a few lessons, teachers ensure that children have opportunities to apply and develop further their skills and prior knowledge from other areas of the curriculum.
- This session, teachers have introduced approaches to consultative planning for interdisciplinary learning. This ensures that contexts for learning are relevant and informed by children's interests and curiosity. In most classes, children are becoming more confident in identifying and discussing the skills that they are developing across the curriculum.
- Children receive their entitlement to a 1+2 languages approach. They benefit from a well-planned programme which provides progression and depth in learning. They experience French language and culture from P1-P7 and learn Spanish at P5-P7. Staff encourage children to make links between languages across themes such as citizenship and diversity. A few teachers use French language effectively as part of daily routines. This is helping to reinforce vocabulary and improve children's understanding.
- Children make good use of the well-resourced school library that provides a range of fiction and non-fiction texts, including texts about diversity and different cultures. Classes visit the school library and children are encouraged to borrow texts to read for pleasure. Children take on leadership roles through the 'little literacy leaders' group. The school successfully achieved national accreditation for their work in this area. This has helped to promote children's interest in reading across the school.
- The school is at an early stage of developing approaches to outdoor learning. Staff have identified this as an improvement priority. This session, PEF is being used to fund an external provider. This is enabling each class to have a block of high quality outdoor learning and is helping to build staff capacity and confidence. Through their involvement, children are developing important skills and knowledge related to the outdoor environment.
- Children receive their entitlement of two hours of high-quality physical education. Teachers use the local authority progression framework to plan an appropriate range of learning experiences. Children also benefit from working with a visiting specialist to develop their skills.
- Children benefit from well planned and relevant experiences through weekly 'masterclasses' led by teachers and support staff. These cover a range of areas including science, technology, gardening and art and craft. Children are able to articulate confidently the skills that they are developing through these and enjoy these opportunities to work with children from other stages.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are satisfied with the work of the school. Parents value the care and support children receive from all staff in school and almost all believe that children are treated fairly and with respect. They welcome the regular communication from the headteacher and staff about the work of the school via emails and newsletters.
- The Parent Council supports the school well with fundraising activities and events, such as evening discos and subsidising outings. The school should continue with approaches to increase the number of parents who attend school events.
- A few parents attend family learning sessions to support with phonics. They speak positively of the impact that this is having on children's confidence and progress. Senior leaders should increase family learning opportunities at all stages across the school.

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

- All staff have a relentless focus on promoting and securing the wellbeing of children. They support children effectively to understand the wellbeing indicators. As a result, children are confident and knowledgeable when discussing and using the language of wellbeing. They complete regular self-evaluations of their wellbeing and staff analyse the responses carefully. They speak to individual children about their self-evaluation and help to resolve concerns. Senior leaders identify whole school patterns or trends in the results and address these successfully during designated assemblies. Almost all children consistently report positively across the eight wellbeing indicators.
- Children complete an emotional check-in every day and staff follow up promptly on any concerns raised. This is helping to ensure that children receive the required support to help them to be ready to learn. Staff have introduced the 'one trusted adult' system and senior leaders have adjusted timetables to ensure that all classes are supported by two adults at the start of the day. This enables children to have direct access to assistance if required. Almost all children report that they feel safe and have someone at school to talk to about worries or concerns.
- The health and wellbeing 'mini champions' group hold monthly meetings. They have clear agendas linked to aspects of the school's work on promoting the physical and emotional wellbeing of children. The group collect data about children's wellbeing needs. They contribute to decision making about proposed interventions, support strategies and use of resources. The group also plan whole school events associated with wellbeing, such as Mental Health Week and World Earth Day. As a result of the work of this group, children across the school have an improved understanding of the importance of wellbeing and benefit from newly established clubs and activities. As a next step, staff should consider expanding this group to include more children from all stages.
- Staff have developed a new positive relationships policy in consultation with parents and children. Staff and children report that the implementation of the policy, alongside the school values and 'one trusted adult' initiative, has had a positive impact on behaviour. There have been no instances of exclusion in the last two years. Almost all children and parents feel that staff treat children with respect. The ethos across the school is calm and almost all children and staff feel that children are well behaved.
- Most children across the school are aware of the United Nations Convention on the Rights of the Child (UNCRC). All classes have a class charter and most children can speak about its purpose and relevance. In a minority of lessons, teachers make explicit links to the UNCRC and help children to understand how their rights are enacted in different contexts. The school has received silver accreditation for its work in this area. Staff and children should now

continue to build on the positive start made to embedding children's rights in all aspects of school life, including during learning and teaching.

- Senior leaders have assisted staff to develop their skills and knowledge successfully in relation to supporting children's emotional wellbeing. They have arranged training on topics such as trauma informed approaches and nurture. Partners have worked in consultation with staff to deliver parent workshops on issues such as managing children's anxiety. This is helping to build capacity within the school community and is having a positive impact on outcomes for children. Senior leaders should continue to encourage and help all parents to develop further their role in supporting children's wellbeing.
- Teachers use progressive health and wellbeing planners that ensure coverage of Curriculum for Excellence (CfE) experiences and outcomes. They make effective use of a wide range of school based and online resources to help children develop their understanding of key issues such as resilience, mental health and internet safety. Children have access to library books that raise awareness of cultural diversity and inclusion. They participate in food related activities and benefit from partnership working that promotes outdoor learning. Children experience a broad and balanced health and wellbeing curriculum which has a positive impact on their knowledge and understanding of wellbeing.
- Staff have introduced universal and targeted initiatives that are designed to support the development of children's wellbeing. Examples include the life skills group and 'snack, chat and learn'. These activities are having a positive influence on children's behaviour and engagement in learning. Senior leaders should consider how they can evidence the impact of this work more clearly. This will help them to determine which initiatives are adding the greatest value and inform future planning.
- All staff understand fully their statutory duties. They engage in appropriate professional learning and know where to seek advice and guidance as required. Senior leaders ensure that children who require additional support have clear targets and regular reviews of progress. Parents are involved in this process, as are children when appropriate. Senior leaders make effective use of partner agencies to provide professional advice and guidance. Children with additional needs are supported very effectively.
- Staff have worked with parents and children to develop an effective anti-bullying policy. Senior leaders and teachers discuss the issue of bullying regularly with children in class and at assemblies. Staff have produced a child-friendly version of the policy which supports successfully children's understanding. Children can articulate what constitutes bullying and exemplify the appropriate actions to take in a range of scenarios. The headteacher follows local and national guidance in relation to investigating and recording concerns raised about bullying.
- Staff and children support each other well and demonstrate respect, consideration and empathy in their interactions with each other. Children understand the importance of diversity and cultural differences are explored and celebrated successfully. For example, children who are language ambassadors share their home language with others to improve understanding and knowledge about different nationalities. This is contributing to an inclusive and caring ethos across the whole school.
- Senior leaders meet with teachers and pupil support workers twice per term to review the progress of children who are receiving additional support for aspects of their learning. Staff engage in professional dialogue about individual children's successes and areas for development. This ensures that all staff are fully informed about the child's next steps and the most appropriate interventions that will support them to achieve success. Staff engage in

relevant training to support the effective delivery of interventions. They use a wide range of assessments to track children's individual progress. As a result, the majority of children who require additional support are making very good progress in their learning. Moving forward, senior leaders should consider using the data available to develop a more strategic overview of the success of interventions. This will help them to demonstrate impact and inform future planning for improvement.

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

- In June 2023, most children at early and second level, and the majority at first, achieved expected levels of attainment in reading and numeracy. The majority of children at early and first level, and almost all at second, achieved in writing. Most children at early and first level, and all at second level, achieved in talking and listening.

Attainment in literacy and English

- At early level, a minority of children are making good progress in literacy from prior levels of attainment. A majority are making satisfactory progress. At first and second level, most children are making good progress, and a few are making very good progress.
- The quality of presentation of literacy work across the school is not yet of a consistently high-standard.

Listening and talking

- At early level, the majority of children listen well to adults, responding appropriately to simple questions and instructions. A few need encouragement to listen actively in groups and larger audiences. Most children at first level contribute appropriately when taking part in group discussions. At second level, almost all children show respect for the views of others and offer their opinions confidently and articulately. They would benefit from further experience of delivering presentations and engaging in discussions with a wider range of audiences.

Reading

- At early level, the majority of children use simple spelling strategies to sound out simple words. Most would benefit from more support to develop their awareness of phonics and rhyming words. At first level, most children read aloud with fluency, using punctuation well to engage the reader. They are able to talk about their favourite authors and the features of different texts that they enjoy. They require more practice in using a range of reading strategies. At second level, most children demonstrate understanding of a range of higher order questions. Almost all children at second level apply a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and summarising.

Writing

- At early level, the majority of children form lower case letters correctly and are demonstrating an awareness of capital letters and full stops. Children at early level require support to write independently for a range of purposes on a more regular basis. At first level, children use simple punctuation, paragraphs and varied sentence length to write short texts that engage the reader. At second level, the majority of children apply their knowledge of spelling rules and patterns to spell most words correctly. They are becoming increasingly confident in using a range of literary techniques including similes, onomatopoeia and alliteration.

- Children at all stages need to write more regularly and at length. This will support children to write more detailed texts across a range of genres, using key features to enhance their writing.

Numeracy and mathematics

- The majority of children at early level are making satisfactory progress from prior levels of attainment. The majority of children at first and second level are making good progress. A few children at first and second level are making very good progress.
- The quality of presentation of numeracy and mathematics work across the school is not yet of a consistently high-standard. Children would benefit from more regular opportunities to practise setting out numeric and mathematical calculations.

Number, money and measure

- At early level, the majority of children confidently count on from a given number, identify o'clock times and recognise halves. They need support to solve addition problems, use correct number formation and complete number sequences. They require further practice in calculating change, solving addition problems and using ordinal numbers. The majority of children working at first level can estimate, complete multiplication and division calculations with accuracy and order fractions. They are less confident solving problems involving money and need to develop their understanding of units of length and volume. At second level, the majority of children have a well-developed understanding of place value and can simplify and convert fractions to percentages. They can calculate the perimeter of a shape but need support to calculate area or work out profit.

Shape, position and movement

- The majority of children at early level understand the language of position and can make a pattern using two dimensional shapes. They need to develop their knowledge of three-dimensional (3D) objects. At first level, the majority of children identify the properties of 3D objects and use grid references. They need to develop further their knowledge of symmetry and different types of angles. The majority of children at second level identify a range of angles and can draw the net of a 3D object. They are confident in using compass points.

Information handling

- At early level, the majority of children sort objects using their own criteria and create pictographs. They need support to identify sources of information in their daily lives. The majority of children at first level name different methods of displaying information. They are less confident when identifying how data can be gathered. At second level, the majority of children understand how data is used in real life contexts but need to develop their understanding of the use of spreadsheets.

Attainment over time

- Senior leaders track closely the attainment of cohorts of children over time. Attainment data provided by the school shows that the majority of children across the school have increased their attainment in literacy over the last three years. A minority have improved in numeracy. Senior leaders identify trends and understand the reasons for variations at different stages.
- Senior leaders and staff have robust measures in place to track the progress of children who require additional support with their learning. The majority of children make very good progress towards their individual targets.

Overall quality of learners' achievements

- Children are proud of their achievements in and out of school which are celebrated at assemblies, on displays, in newsletters and through social media. Parents are encouraged to share achievements through the 'Addiewell Aces' system. This is helping children to identify

their strengths and recognise their success. Senior leaders should now track more robustly children's participation in school clubs and wider activities. This will allow them to identify and support children who may be at risk of missing out.

- Staff offer children lunchtime and after-school clubs in areas such as sports, mathematics and homework. This is supporting children to develop their confidence, teamwork and communication skills well. A minority of older children speak knowledgeably and enthusiastically about their leadership responsibilities. Senior leaders should now look to provide further opportunities for more children to take on leadership roles. This will support children to develop important transferable skills for learning, life and work.

Equity for all learners

- Almost all staff have a very clear understanding of the socio-economic context of the school. They have a robust knowledge of the challenges facing children and families and are proactive in their efforts to provide sensitive and practical support. Staff have developed a cost of the school day action statement in consultation with parents. They have taken steps to reduce or negate costs associated with school activities. Children have benefited from the uniform recycling and food parcel initiatives. The school's approaches are supporting equity of opportunity.
- Senior leaders have allocated PEF funding to provide additional pupil support staff and professional learning in key areas. Support staff deliver several targeted literacy and numeracy interventions. Senior leaders track carefully the progress of individual children who are involved in these interventions. They review interventions at regular intervals with staff and local authority representatives. Senior leaders can exemplify the positive impact the funded interventions are having on individual children's engagement and learning. They are making progress in closing the overall attainment gap at P1, 4 and 7 in literacy and numeracy. They should now use attainment data to help them to identify more clearly the extent to which they are closing the poverty related attainment gaps across the school.
- In recent years the school's attendance rates have remained in line with national averages and were consistently less than one per-cent below the local authority averages. In 2023/23, overall attendance at the school was 91.4%. Senior leaders and staff have focused on improving children's attendance. This included evaluating areas such as partnership working, procedures, relationships and targeted interventions. Staff engaged well in associated professional learning and focused on providing universal and targeted interventions. Their approaches have had a positive impact on the attendance of individual children and the overall attendance rate. Staff attribute this to improved relationships and a strong focus on children's wellbeing.

Practice worth sharing more widely

The school's approaches to promoting and supporting children's wellbeing are having a positive impact on the ethos of the school and on children's overall engagement. Staff and children can exemplify how their work on developing and implementing policies on positive relationships and anti-bullying has led to improved emotional wellbeing, better behaviour and improved attendance.

Staff have established a well-organised and consistent approach to using daily emotional check-ins and regular wellbeing self-evaluations for all children. Staff monitor closely the responses and are proactive in addressing successfully concerns raised by children.

The newly developed positive relationships policy advocates the use of restorative approaches and is closely linked to the school's values and children's rights. The roles and responsibilities of all stakeholders are clearly described and there are links to helpful resources.

As a result of work in this area, almost all children report that they feel safe in school and have someone to speak to about any worries. Almost all children believe that the school helps them to feel safe and that staff treat them fairly and with respect. Almost all children report that the school deals well with bullying, or that they have never experienced bullying, and that children behave well.

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.