

Summarised inspection findings

Falkland House School

Cupar

13 January 2026

Key contextual information

Falkland House School is an independent residential special school providing education across two campuses. The campuses are located in Falkland, Fife (the Fife campus) and Perth, Perth and Kinross (the Perth campus). The Fife campus can educate up to 35 children and young people of primary and secondary age. It is exclusively a single sex campus for boys. The Fife campus has been operating for approximately 40 years. The Perth Campus can educate up to 35 young people of secondary age. It is a co-educational campus. The Perth Campus has been operating for just over two years.

Most children and young people attending the school are placed by local authorities across Scotland and England or as a result of an additional support needs (ASN) tribunal decision. Children and young people's educational experiences prior to placement at the school have been frequently disrupted with low levels of attendance or engagement. At the time of the inspection, 31 children and young people were educated at the Fife campus and 26 young people at the Perth campus.

The proprietor of the school, Outcomes First Group (OFG), is a provider of children's services across the United Kingdom. OFG acquired Falkland House School in 2019. Since 2021, the group has overseen significant changes across Falkland House School's leadership team with a new Head of Service, Head of Education and Head of School (Perth campus only) recruited. The new senior leadership team undertook the recruitment of new staff to support the care and learning needs of young people within the Perth campus. Very recently, OFG established an Executive Head of Education to oversee the quality of Falkland House School in addition to two other OFG Scottish residential special schools.

Falkland House School operates on a six-week term cycle across the school year. This allows for more frequent breaks and holidays and includes a shorter summer recess of four weeks.

1.3 Leadership of change

satisfactory

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 clearly reflect appropriately the vision, values and aims of the school through their interactions with children and young people. All staff have a meaningful understanding of the social, economic and cultural context of the school and the backgrounds of children and young people. They have a sound understanding of children and young people's ASN. They use this well to build and sustain positive relationships with children, young people and their families. This is resulting in almost all children and young people successfully reengaging in learning following their placement at the school beginning. They are starting to develop skills, such as cooperation and positive listening, required to interact within the school and wider community settings.
- All staff work well to ensure that the culture across the school provides children and young people with an opportunity to succeed through a personalised pathway. Staff do not yet explicitly use the vision, values and aims (VVA) when working or communicating with children and young people. They should now support all children and young people to understand the purpose of the VVA more fully. This will help children and young people know the aspirations of the school in meeting their needs. Additionally, it will help an increasing number of children and young people understand their role within the community and how they can contribute to upholding the school's VVA.
- Recently in the Perth Campus, senior leaders have been effective in building a strong and dedicated staff team to enact the values of the school. They have worked well to recruit staff to provide a more comprehensive and relevant curriculum for young people. They should continue to ensure that this recent positive progress is sustained. They should help staff continue to develop their skills and increasingly take on meaningful leadership roles across the school.
- Senior leaders undertake quality assurance activities across the academic year which is significantly reliant on OFG's governance structures. At school level, they are at the early stages of creating stronger and routine processes for assurance, evidence, and feedback. This includes observations of learning and quality assurance walks around the school. Senior leaders are beginning to monitor and evaluate the work of the school increasingly well. They now need to use all evidence gathered through quality assurance strategically to demonstrate clearly where strengths and areas for improvement lie across the school. This will help senior leaders know where staff deliver high-quality learning and the impact this has on improving outcomes for children and young people. They will then have a clear rationale for change and a framework to monitor the impact of improvement priorities.
- Senior leaders have developed an appropriate school improvement plan, including a digital strategy and clinical approaches to meeting the needs of children and young people. As a next step, senior leaders should develop further their approaches to school improvement planning

with reference to national advice. They need to be clearer on how they use self-evaluation evidence to demonstrate where improvement is required. Senior leaders should improve their approaches to identifying improvement priorities. They should articulate clearly how they will measure improvement and the impact on outcomes this has for children and young people.

- Senior leaders are beginning to strategically use the skills of staff members better to improve the work of the school. For example, a staff member is leading on developing a digital information and data strategy. The initial focus on this priority is beginning to help staff centralise planning, recording, tracking and monitoring. Although, this is yet to impact on outcomes for children and young people. Other staff have begun to lead and develop learning experiences, such as, horticulture, environment and sustainability, life and independence skills and wider achievement opportunities. These activities are beginning to have a positive impact on children and young people's participation, wider achievement and skills. Senior leaders and staff should continue to build upon their early successes in developing this whole service digital strategy. In doing so, they will develop further the potential to improve consistency of teacher's shared planning approaches. They should also focus on improving how they gather relevant evidence, information and data and checking that all children and young people are making the best possible progress.
- Most children and young people have the opportunity to attend pupil councils, which meet regularly. The majority of children and young people contribute well to the pupil councils. This is helping these children and young people make decisions about awards, clubs, elective courses and a few aspects of the school day. For example, children and young people discuss the structure of the school day and curricular content such as physical activity opportunities. Senior leaders and staff should keep looking for ways to increase the number of children and young people who contribute to activities that lead to meaningful change across the whole school. They should help them take part in reviewing the school's work and making decisions that lead to meaningful improvements.
- Senior leaders encourage staff to seek opportunities to develop or enhance their professional practice. Staff are confident in seeking out relevant learning opportunities from external providers to improve their practice and access these when possible. Senior leaders have worked effectively to provide a range of whole school professional learning. This is beginning to improve staff's capacity in meeting the needs of children and young people. Senior leaders and staff take part in planned professional learning opportunities across the school year. They engage well with professional learning provided by OFG allied health professionals. They use this learning effectively to make changes to the school environment that help reduce barriers to children and young people's learning. As a result, children and young people are calmer in school and increasing their participation in learning.
- Senior leaders should help staff develop further their understanding of professional enquiry. This will support staff to undertake critical reflection and evidence-based improvement. Senior leaders should continue to support staff to share routinely practice that meets effectively the additional support needs of children and young people. In addition, senior leaders should now work more closely with teachers to design and agree a range of collective activities which contribute to the wider life of the school. This should include protected and planned opportunities across the year for staff to engage with each other in high-quality moderation activity beyond Scottish Qualification Authority (SQA) National Qualification (NQ) internal verification approaches. Staff would benefit from dedicated time to work regularly with colleagues across the school and within other schools.

1.4 Leadership and management of staff: theme 1 Governance framework

- OFG has clear and established governance processes and structures in place to check that the school is effective in meeting children and young people's needs. This includes ensuring that the school is reducing instances of physical intervention and continually aiming to improve safeguarding and child protection. Senior leaders provide frequent governance reports to a governance board. The governance board use the information from the reports to make purposeful changes to staffing levels and educational resources. As a next step, they should scrutinise more fully the accuracy of attainment data provided by senior leaders. For example, when considering attainment over time, data provided in governance reports suggests incorrectly that learners academic attainment is not progressing as expected.
- OFG has established a lead reviewer to carry out biannual assurance of the school. They evaluate school performance appropriately, considering well the Scottish context. They provide senior leaders with clearly identified action points to address. The lead reviewer evaluates senior leaders' progress towards addressing any action points and provides advice to proprietors and senior leaders to promote meaningful change. Proprietors should continue to provide support and challenge to senior leaders to ensure all children and young people achieve high-quality outcomes.
- Senior leaders and staff provide helpful information to parents, carers, and placing local authorities on the progress that children and young people make during their placement at the school. Parents/carers value highly the information provided about their child and how this is helping them understand the positive progress their child makes in learning and wellbeing. Senior leaders should now ensure that education representatives from local authorities receive more timeous progress reports on how well children and young people are doing at school. Reports should be shared in a way that reflects the level of knowledge and expertise of education professionals. Senior leaders should ensure that education representatives from local authorities participate in meetings where decisions about children and young people are made. This includes discussions around coordinated support plans and any potential adaptations to agreed placements.

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

- Staff provide children and young people with an effective, nurturing and individualised approach to meeting their needs within lessons and activities. They sustain a strong focus on improving children and young people's emotional health and regulation. This ensures that most children and young people are increasingly ready to participate in learning. Staff are kind and compassionate which helps most children and young people settle into class and reduce their anxiety around learning. In most lessons, staff provide a safe and stable environment. They are effective in supporting learners to build and sustain positive relationships across the school community. As a result, all children and young people have significantly improved their engagement and participation in purposeful learning when compared to previous educational placements.
- Most children and young people remain focussed on learning during class lessons. They are responding well to staff and are confident in seeking support with their learning. Almost all children and young people engage well with course choices and participate in elective choices, such as, outdoor experiences or physical activities. Young people in the senior phase participate well in work experience placements which helps them prepare for life after school. Frequently, a minority of children and young people opt out of class across the school day. During these periods, children and young people spend time in corridors or in other areas that they feel safe. Staff should continue to seek the earliest opportunity to support children and young people to return to purposeful learning activities.
- Most teachers provide opportunities for children and young people to lead their own learning. In a minority of learning activities, children's learning is overly scaffolded and teacher led. Staff should now consider more ways to help children and young people become more independent in learning. In doing so, children and young people should have increased opportunities to undertake self-assessment and use digital tools independently.
- Staff take care to be sensitive to the needs of all learners, including matching learning with areas of interest or strength. Most staff are effective in supporting children and young people understand the purpose of their learning. Almost all children and young people are particularly motivated to engage in outdoor learning activities in the surroundings of the school. In a minority of classes, children and young people's learning is disrupted through unexpected timetable changes. Senior leaders should work more closely with staff to communicate better with children and young people when timetables change at short notice. Staff should ensure that effective, predictable and supportive routines for children and young people are maintained where possible.
- Staff are increasingly effective and successful in supporting children and young people to reduce episodes of distressed behaviour. They adopt a nurturing approach that is underpinned by their understanding of neurodiversity. Proprietors provide specialised training to staff that

focuses on reducing the likelihood of children and young people's behaviours escalating. Staff are improving their awareness of how to recognise, prevent or respond to unsafe behaviour. They are skilled at supporting children and young people to deescalate their behaviours or to disengage from unsafe behaviours. This has resulted in a significant reduction in recorded physically restrictive interventions in recent years. Staff should continue to work with children and young people to reduce instances of homophobic or sexualised language that is offensive or aimed to cause harm to others.

- An onsite clinical team comprising of health professionals carry out a range of detailed assessments with the children and young people. These are captured within the holistic young people's profiles (HYPPs). This information identifies children and young people's wellbeing and learning needs, helping staff to develop strategies to support each child and young person. As identified, senior leaders should implement a strategic plan to ensure that all children and young people have regularly reviewed HYPPs in place.
- Most staff use a variety of formative assessment methods effectively to support children and young people to understand what they are learning. They provide useful feedback to children and young people which is intuitive and informs next steps in learning. Staff use a limited range of summative assessments to provide information that is linked to Curriculum for Excellence (CfE) experiences and outcomes. They use this information and SQA outcomes to inform end of term reporting. The majority of children and young people know the progress they are making in their learning including towards future qualifications. As identified, senior leaders should ensure that all staff have a sound understanding of assessment approaches. Senior leaders also need to ensure that they have an overview of the progress that individual children and young people are making, especially for those at the broad general education (BGE) phase.
- Most staff engage well in moderation activities and meet with stage or curriculum partners regularly. However, this is not consistent or planned well enough across the school. Senior leaders and staff should progress with their plans to build robust moderation approaches across the school, particularly for those in the BGE. They would benefit from collaborating with colleagues in other schools to moderate planning, review evidence of pupil progress and strengthen the consistency of their professional judgements. This has potential to support staff to develop further their awareness and understanding of national standards.
- Across the school, most staff use planning documents well to design learning appropriately over different timescales. Staff ensure children and young people have planned and progressive learning pathways through using CfE experiences and outcomes, national Benchmarks and SQA courses. However, planning approaches are not consistent across the school. This is limiting continuity of learning for children and young people in a minority of classes. Senior leaders should ensure that there is a shared and consistent system in place for planning learning across the school. This will help ensure that children and young people experience consistently high-quality progressive learning that is carefully planned for them.
- Overall, children and young people receive their entitlement to a progressive BGE and senior phase. This includes physical education or physical activity programmes appropriate to children and young people's additional support needs. As identified, senior leaders should ensure that children and young people experience a progressive programme of learning in modern languages in line with the 1+2 languages approach. Children now require an improved progressive learning experience for religious and moral education.
- Senior leaders and teachers are beginning to develop an electronic system to record and track each pupil's progress in a single, holistic document. They have yet to develop a streamlined

method to track the progress of children and young people at the BGE. Across all stages of the school, senior leaders and staff should ensure a systematic approach to tracking and monitoring to help ensure that all children and young people are raising their attainment. This will help senior leaders and staff quickly identify where children and young people can accelerate their learning, and where extra support may be needed.

2.4 Personalised support: theme 2 Targeted support

- All children and young people have a key team of staff that support them well. This includes a key worker, co-key worker and key teacher. This system ensures that children and young people have strong and consistent support in place for both their wellbeing and learning. The clinical team work alongside staff, parents/carers and children and young people to create purposeful bespoke support plans, for example, communication plans.
- Senior leaders and staff are beginning to implement the use of HYPPs for children and young people. Currently, the majority of children and young people have these profiles in place. For these children and young people, staff use the HYPP effectively to bring together pupil information, learning journals and educational plans. Senior leaders should continue to help all children and young people have their personalised strengths, learning styles, preferred communication methods and views accounted for fully. This will help staff utilise a consistent approach across individual children and young people's learning experiences.

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 proprietors.

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

- Almost all children and young people believe they are safe and well cared for. They experience high levels of kindness, respect and compassion from all staff. Children and young people share how staff have improved their wellbeing outcomes and how they can be supportive of each other. They can demonstrate their skills of regulation and resilience. They cooperate with peers, staff and visitors to the school very well. All children and young people successfully increase their attendance and engagement in learning when compared to previous education placements.
- Children and young people in the school benefit from a responsive, relevant and planned personal, social and health education (PSHE) programme. Almost all children and young people are developing their understanding of how to improve wellbeing very well. They apply build and sustain relationships, try new things and access a wider range of learning and social opportunities. They are learning and demonstrating important skills to stay safe in the community and online. Staff should now respond to the views of young people regarding the delivery, content and themes of the PSHE programme. This will help children and young people feel able to explore more sensitive aspects of their learning.
- Catering staff are effective in working with children and young people to help them access more diverse food options, including provision for allergies and intolerances. They are effective in encouraging children and young people to try new and healthy food options. Staff continue to develop appropriate healthy life choices through curriculum experiences. This is helping most children and young people improve their lifestyle choices, including additional physical activity.
- Proprietors and senior leaders comply and engage effectively in fulfilling their statutory duties. Senior leaders and staff undertake a range of planning that helps them fulfil most expectations of the Getting It Right for Every Child (GIRFEC) approach and framework. They should continue with plans to help staff develop and use a purposeful, simple planning, assessment and decision-making profile which leads to the right help, at the right time. Senior leaders now need to ensure that their planning and evidence of children and young people's progress is accessible and reviewed systematically.
- Children and young people across the school now require appropriate chronologies in line with national guidance and the GIRFEC approach. This will help senior leaders understand and track further children and young people's life stories over time through recording significant events, both positive and negative, affecting wellbeing. In doing so, senior leaders will have further information available to notice patterns and provide interventions at the earliest opportunity.
- Almost all children and young people are improving their outcomes very well since starting their placement at the school. They are fully included, engaged and involved in the life of the school.

Children and young people and their parents/carers benefit from high quality support from staff and the clinical team which is helping them make significant emotional progress. They experience high levels of respect and are encouraged to participate in decisions about them. As a result, they are developing very well their capacity to advocate for themselves.

- Children and young people have a strong sense of belonging and are part of a supportive community. Staff ensure that children and young people's protected characteristics are celebrated and lead to participation in school activities. This is resulting in most children and young people demonstrating respect for each other, showing tolerance and kindness.
- Young people in the senior phase have a high level of awareness of the qualifications and pathways required to be successful in specific jobs. They articulate effectively their likes and interests to make sure these are matched specifically to relevant clubs, work placements and volunteering opportunities. They are successfully developing skills in communication, teamwork and leadership which is supporting their inclusion in wider society.
- Senior leaders and staff are highly successful in ensuring neurodivergent children and young people have a sense of inclusion, optimism and aspiration to succeed in learning and life. Staff work effectively to re-engage learners who have experienced extended periods out of school. Proprietors have been effective in establishing a team of allied health professionals. The allied health team provide high quality professional learning to staff. They have supported staff to adapt their classroom environment to help children and young people regulate emotions better and access learning.
- Children and young people rebuild confidence, resilience, and self-belief and feel capable of success through building strong relationships, flexible learning pathways, and targeted interventions. They establish positive routines, set achievable goals, and develop key life and employability skills. As a result, young people are well-prepared to move confidently into positive and sustained post-school destinations. Since 2023, most young people have moved on from school to positive and sustained destinations. This includes young people successfully attending further of higher education placements or entering employment.

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

BGE

- All children and young people require additional support in aspects of their learning in literacy and numeracy. A few require more enhanced support in literacy and numeracy to achieve as best they can and develop more effectively their independence as a learner.
- Most young people in the BGE are making good progress in literacy and numeracy across all levels and organisers. A few children and young people at second and third level are capable of achieving more. They should be challenged further to accelerate their progress. Senior leaders and staff now need track children and young people's progress across the organisers for literacy and numeracy.

Senior Phase

- At the senior phase, all young people at S4, S5 and S6 have achieved an appropriate range of SQA NQ units and full course awards at National 3, National 4, National 5 or Higher levels. Almost all young people have achieved or are on track to achieve an appropriate range of English and mathematics awards set at the correct level of difficulty. Most young people are on track to achieve an Application of Mathematics award. A few are on track to achieve Higher English. A few young people working towards National 5 or Higher examination courses would benefit from extra support to ensure they are prepared for examination conditions.

Attainment in literacy and English

- Most children and young people make good progress in listening and talking, reading and writing. A few young people are working at advanced levels in reading and writing. A few require support to develop further their social communication, especially talking and listening skills. The minority of children and young people need to develop further their independent writing skills and produce more extended pieces of writing.

Listening and talking

- Most children and young people working at second level listen and show an understanding of the main ideas in discussions and spoken text. Most contribute relevant ideas during class discussions using a wide range of appropriate vocabulary linked to the topic of conversation. They build purposefully on the ideas of others and use persuasive techniques in their talking. Children and young people engage in rich discussion, including when using Scottish texts, and increasingly develop more complex vocabulary skills. A few would benefit from more frequent opportunities to plan and deliver talks or presentations. A few children and young people would benefit from developing further their ability to process information to develop their focused attention and social communication skills. This will support them better to engage in social talking and listening in wider community and real-life contexts.

Reading

- Overall, most children and young people show an understanding of the main ideas within a text. They use context clues such as headings to make predictions and inferences. They identify the purpose of the text and are confident to express opinions about what they read using evidence. As they progress through CfE levels, they increase their understanding of word choice, tone and imagery and can explain the effects this has on them as a reader. At all levels children and young people would benefit from more opportunities to engage with a more extensive range of texts. A few children should be supported to develop more reading strategies. This should include the use of assistive technology where appropriate.

Writing

- Overall, most children use appropriate structure and organisation in their writing showing a clear beginning, middle and end. A few children should be supported to review their work more closely to ensure that they consistently apply the rules of writing effectively. Children and young people write independently and with confidence for a wide range of purposes such as writing reports, stories and poetry. They are developing more complex ideas and explore themes and perspectives. They use accurate grammar, punctuation and spelling consistently to ensure flow in their writing. A few young people now need to develop their ability to write more extended pieces of writing. Where appropriate, teachers should continue to develop children and young people's use of digital tools to allow them to write more independently.

Numeracy and mathematics

- Most children and young people make good progress in numeracy and mathematics across all organisers. They now need to apply these skills further across a wider range of contexts.

Number, money and measure

- The majority of children and young people are working within the third level of CfE. Appropriate to their level, most children and people sequence correctly and add notes and coins accurately during lifeskills money tasks. They use appropriate methods when working on calculations using the four basic operations. Most children and young people can identify equivalent fractions and use fractions within calculations. Most children and young people apply their knowledge and skills in measure well within other areas of learning, for example when baking or when learning outdoors. Children and young people would benefit from further opportunities to demonstrate their learning across curricular areas.

Shape, position and movement

- Appropriate to their CfE level, most children identify and describe two-dimensional shapes. The majority of children and young people describe three-dimensional objects using specific vocabulary. They name angles and calculate sizes of objects accurately using the properties of two-dimensional shapes and their knowledge of angle properties. Children and young people would benefit with further opportunities to consolidate concepts and link this to more real-life context, including using these skills in the outdoors.

Information handling

- At the appropriate level, most children calculate averages, interpret information tables and display data accurately in bar and block graphs. At third level, most children and young people use appropriate vocabulary to describe the likelihood of events occurring. They need to continue to develop their skills to support them in all areas of the curriculum, for example, in science.

Attainment over time

- Almost all children and young people have increased attendance at school when compared to previous placements. Current attendance is above the national averages for the sector. Most children and young people have attendance over 90% and a minority have attendance below 85%. A few children and young people have very low attendance or timetables which result in less time learning in school. Senior leaders know the children and young people with low levels of attendance and have a sound understanding of the individual reasons for this. Senior leaders and staff maintain high levels of communication with families and work with partners and staff to devise strategies to increase attendance and time in school. This includes staff visiting young people where they live and arranging opportunities for children and young people to participate in activities beyond the school to reestablish positive attitudes to learning.
- Most young people at the BGE have attained well over time in literacy and English, numeracy and mathematics and science. Senior leaders are not yet able to demonstrate clearly how well children and young people's attainment is raised over time in other areas of the curriculum. Senior leaders should now improve their approaches to how they track children and young people's progress across the curriculum in the BGE.
- At the senior phase, almost all young people successfully attain an appropriate range of SQA NQs and a few attain other relevant accreditation awards. Most young people achieve course awards at SQA National 3, National 4 and National 5, with a few attaining at Higher level. This includes young people attaining qualifications in expressive arts, biology, chemistry, geography, hospitality and administration and information technologies. Overall, most young people progressively raise their attainment through their senior phase.

Overall quality of learners' achievements

- Children and young people are benefiting from a wide range of purposeful opportunities in sport, horticulture, and volunteering. For example, young people working with the ground care team are learning about meta skills. They take on responsibility through environmental stewardship and contribute effectively through working cooperatively with peers and community partners. As a result, young people are being accredited with experiences and qualifications which can support them into employment after school. Staff now need to improve systems to track learner's skill progression over time for all experiences.
- At the senior phase, young people are beginning to engage with Skills Development Scotland to strengthen their understanding of the skills they have developed. In doing so they are increasingly able to participate successfully in more meaningful discussions around how their skills can be used beyond school. Staff should continue to help young people learn about how they can apply their skills in wider contexts, including in further education and employment.

Equity for all learners

- Senior leaders and staff have a strong understanding of the additional support needs, barriers to learning and socio-economic background of all children and young people at the school. As a result, staff are effective at re-engaging children and young people with their learning following periods of prolonged disrupted education. This ensures that almost all children and young people are not disadvantaged as a result of periods of interrupted learning.

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.