

Contents

- 1. Foreword**
- 2. Introduction**
- 3. Hearing the voices of children in primary and special schools**
- 4. Conclusion**
- 5. Signposts for the way forward**
- 6. Acknowledgements**

Foreword

Outcomes for children and young people in their learning and in their lives often improve when they are actively involved in decision making. The increasing recognition of rights of children and young people to be heard, to have their views taken seriously and involved in decisions is expressed in national and international developments in legislation and policy.

It is recognised in *Curriculum for Excellence*¹ which sees the learner as at the heart of the educational process. The active engagement of learners and rich communication between learners and educators are prerequisites to apply principles such as personalisation and choice and relevance. It is recognised in *Getting it Right for Every Child*² (GIRFEC) which seeks to improve the wellbeing of all children and young people through better working arrangements between professionals who work with children. A key feature of the GIRFEC approach is the involvement of children and families in planning, supporting and reviewing their development and reviewing the impact of partnership support.

*Improving Scottish Education 2005 -2008*³ reported good practice in involving children and young people but it also recurred as an aspect for development. References to 'better use of the child's voice' and developing a 'sense of personal responsibility for their own learning' appear as aspects for improvement in the primary and secondary sectors and the need to increase the participation of children and families is highlighted in relation to child protection services.

This report is the first in a series which will highlight good practice in how staff in the universal services of education and health and in targeted services including statutory, voluntary and independent organisations are increasingly using the voices of children and young people to improve the quality of experiences and outcomes achieved. The reports illustrate good practice specific to the sector or service. The first report focuses on primary schools and special schools.

Listening to and engaging learners is an area where improved processes can improve outcomes. The report should be used to share, evaluate and increase good practice in this important area.

¹ The four capacities of Curriculum for Excellence are: successful learners; confident individuals; responsible citizens; and effective contributors.

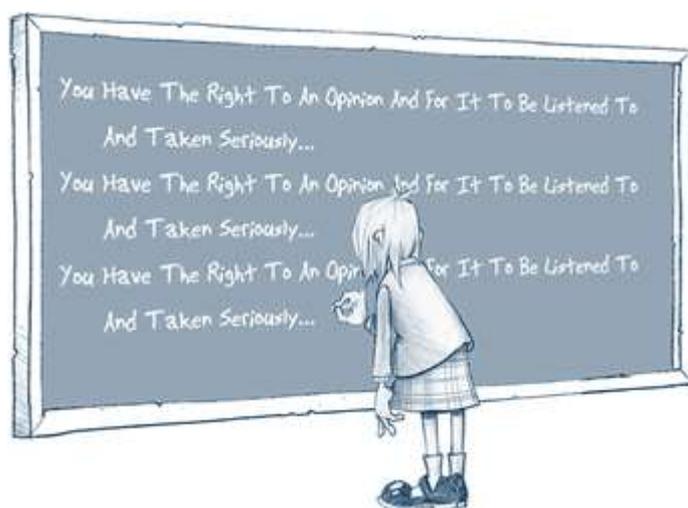
² [www.scotland.gov.uk/Topics/People/Young -People/childrenservices/girfec](http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec)

³ *Improving Scottish Education: 2005-2008*, a report by HMIE.

Introduction

This report identifies and promotes the sharing of good practice in empowering children and young people to have their views listened to and respected in order to help services to meet their needs more effectively. It also makes recommendations for moving forward. Every child and young person has the right to have their views taken seriously whenever decisions are being made about them, including how they learn and how they are supported. Effective methods of consulting children and young people enable them to influence the way that services impact on their lives and the way that they learn. They also help children and young people to shape what is provided to support them in achieving better outcomes.

This series of reports presents examples of good practice identified from a wide range of our inspection and review activity in nurseries, schools, colleges, education authorities and services for children and our ongoing work in partnership with our stakeholders. It draws on the key messages from relevant and recent research and from developments in policy at local and national levels.



*Illustration reproduced with the kind permission of SCCYP

In order to provide evidence for these reports a small team of inspectors carried out visits to schools, and services delivered by local authorities, health, police, and voluntary and independent sector providers. Inspectors met and shared information with relevant stakeholders. They conducted interviews with a wide variety of individuals including staff from across services, as well as children and young people. The visits included focus group meetings, observations of practice and attendance at meetings. Visits focused on capturing examples of good practice. Relevant evidence from recent nursery, school, community learning and development, education authority, college and children's services inspection and review reports was also considered and included where appropriate. Inspectors reviewed relevant recent and current research. They reviewed and discussed current initiatives and approaches to hearing the voices of children and young people.

Hearing the voices of children in primary and special schools

Curriculum for Excellence presents primary teachers with very significant opportunities to use their professional judgement and ingenuity as they translate the broad guidance on the curriculum into practice. The attributes and capabilities which sit beneath the four capacities of *Curriculum for Excellence* set a clear expectation of learners' active involvement in the learning process. The sets of experiences and outcomes signal opportunities for learner involvement and signpost progression in the skills required of children by engaging them more actively in the learning process. The learner's progress towards greater involvement in learning and the life of the school and on decision making in these areas is clearly indicated. *Curriculum for Excellence* is underpinned by a strong emphasis on developing the child as a fully independent learner and as an effective and responsible contributor. It promotes the skills and understanding for children to develop these roles.

Increasing the involvement of children presents opportunities and poses challenges for teachers and other educators about how far this can be taken with young children or children with particular needs.

The opportunities are clear. Primary children are aware of their interests and views. They are motivated by making choices in their learning which engage them and are relevant to their experiences or prior learning. They enjoy selecting topics to study in depth as personal or group projects. They value the opportunity to provide feedback to teachers on the difficulty of learning tasks and on how well they are understanding and progressing. Such feedback should enable teachers to tailor learning more closely to learners' needs. Children welcome the growing sense of responsibility and citizenship which comes with having a say or making a decision on aspects of life in the classroom or school.

Some of the challenges to increasing learner involvement relate to the responsibilities of teachers to manage the curriculum effectively. For example, teachers need to sequence aspects of learning to maximise progression for all learners. They need to ensure that all learners experience suitable breadth of study and that children are taught certain skills and knowledge. Designing and implementing a curriculum involves a balance between achieving coherence, progression and direction and creating opportunities to make teaching approaches more 'child centred' and increase choices in the classroom.

A second set of challenges relates to the age and needs of the learners. Scope to involve them more in decisions about their learning increases as children:

- develop understanding and skills which enable them to learn more independently;
- are able to organise their own learning;
- understand how they learn;
- have an awareness and commitment to their responsibilities;

- have informed views on issues; and
- know how to contribute individually and as part of a group.

The converse is also true. Children at all stages and across the spectrum of learning needs can and should be involved in decisions about their learning and in decisions about their lives both at school and outside school. The extent of involvement remains a professional judgement by the teacher, informed by a clear awareness of the desirable direction of progress.

Promoting responsible citizenship

Improving Scottish Education 2005 – 2008 reported that schools and education authorities are taking a more proactive approach to involving children and young people in school decision making. Pupil councils play a key role in increasing learner participation in planning and decision making. However, approaches to listening to learners' views often involve one-off events rather than strategies which provide sustainable methods of engagement. The views of learners need to be taken into account more actively by school and centre staff when they are planning changes and developments to the curriculum, leadership and learning. Local authorities need to improve the quality and extent of their communication with children and young people and engage them more actively in decisions which affect support.

The HMIE report, *Ready for Life*⁴ identified the need to ensure that the voices of children and young people were heard. Staff were encouraged to take greater account of the 'voice of children and young people' to ensure that learning and teaching addresses children's specific needs. *Education for Citizenship: A Portrait of Current Practice in Scottish Schools and Pre-school centres*⁵ encouraged schools to focus improvements on using children's views to improve the quality of learning experiences.

⁴ Ready for Life, HMIE 2007

⁵ Education for Citizenship: A Portrait of Current Practice in Scottish Schools and Pre-school Centres 2007.

Over recent years, primary schools have developed good, and in many cases very good, approaches to listen to the views of children about relatively minor matters. They are less effective at listening to their views about their own learning and allowing them to influence decisions about learning in the classroom. Across Scotland, there is scope to develop this more.

Inspection visits for this report highlighted the significant efforts that primary and special schools make to involve children in developing the school environment and grounds. In these cases, children felt that their opinions were valued and respected. Older children were often given responsibility to take a lead in making decisions about their physical surroundings. In some cases, children and the committees of which they were members had been asked to recommend how significant sums of money should be spent on school improvements. As a result, staff reported that the children had greater self-belief and an increased sense of responsibility.

Opening up learning

The Learning Together⁶ report HMIE highlighted that “learning improves ...because staff at all levels have taken greater ownership of improvement through self-evaluation, involving learners and their parents.” Annex 2 of the report contains reflective questions for staff on exploring learners’ views. The report provides an example of children in a special school contributing to improvements in the learning environment. The report also includes an example where children in a primary school evaluated their learning and teaching.

Involving children in the learning and teaching process

In line with the principles and values of *Curriculum for Excellence*, primary and special schools are getting better at listening to children’s ideas about their choices in learning. However, this is still an area which could be improved further.

Innovative approaches to listening to children’s voices have had a positive impact on developing children’s capacity to be successful, independent, confident and effective contributors.

⁶ Learning Together, Opening up Learning HMIE 2009

One school had adopted a more flexible approach to timetabling. Staff actively encourage choice and personalisation within a framework of studies which ensure that children received their entitlement across the whole curriculum and progressed well in their learning.

At the start of a session, children worked in groups on 'Listening to your ideas...What would you like to learn at school this session?' and discussed ways that their interdisciplinary topics could develop. The children suggest possible visitors to their classes and school, and visits that they could make. Staff comment positively on the improved commitment and enthusiasm from children for this new approach. They were also positive about children's emphasis on choosing aspects of learning within topics which are relevant to them. Teaching approaches have changed to foster children's creativity, responsibility and confidence. Staff ask children questions such as:

- How do you think you could do this?
- What do you think you need to do this?
- How long do you think it will take?
- Who could help you?

Children are encouraged to pose their own questions and take responsibility for finding answers for themselves.

A large primary school was very active in giving children a voice, for example, in aspects of behaviour management and organisation of children around the school. A large number of children move around the building and share play areas and dining halls. Children sort out rotas for entering the school from the playground, sharing the football pitch and queuing for lunch. They regularly provide information for the headteacher and senior management team on how well these arrangements are working. As a result, both children and teachers have a greater understanding of how the school is organised. These opportunities have ensured that children have a direct say in changes affecting them, which in turn has improved their commitment to the process.

In the same school, children take part in focus groups evaluating aspects of learning and teaching. There is a rolling programme of membership for these groups to ensure that all children have the opportunity to contribute. Recently the focus groups have reported on the level of challenge within the classroom, active learning opportunities and new reading materials. Children across the school also report back to the parent council on the impact of the improvement plan in their classes.

Another school had recognised the need to involve children more in evaluating learning and teaching across the school. Following discussions with staff and children, the headteacher introduced the *Pulse initiative*. Each month a group of children from P4 to P7 meet with the headteacher to discuss aspects of learning.

Different children are involved each month so that over the course of a session all children have been involved.

Questions on the agenda included:

- What makes learning fun?
- When is learning fun?
- What kind of problems do you have with learning?
- What are the highlights of your learning?
- Is learning challenging?
- How can we make learning better?
- What new themes, topics would you like to learn?
- What do you think about the homework you receive?

Children's responses are collated and those involved in the meeting lead discussions with their class. Where appropriate, changes to classroom practice are made when a barrier to learning has been highlighted and solutions are found to overcome it. The *Pulse initiative* has successfully given children more responsibility and accountability for learning experiences in their classes. It gave children a forum to express their views on learning. They knew that where appropriate, action would be taken, for example, to inform future themes to be studied. Staff were impressed by the high quality of children's discussion and the ways in which they have contributed to improvements in learning and teaching. The headteacher has received very good feedback and evaluation of learning across the stages. This has given impetus to the development of further opportunities for children to lead and inform learning.

An inspection of a primary school had recommended more emphasis on children's listening in groups and on their confidence in talking. The school devised a *Talking Toolkit* and a *Listeners Toolkit* which set clear standards for good talking and listening. Children were very familiar with both toolkits. All children were now actively involved during tasks in resolving issues around task completion, negotiating with others and working as members of a team to complete tasks.

Children as partners in learning

Schools are developing their approaches to listening to children's ideas about how and what to learn and increasing children's participation in the learning process. In 2008, *Building the Curriculum 3*⁷ stressed the importance of engaging children in their own learning.

“Learners and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they have learned it. This helps to identify what they need to do to next and who can help them build up their knowledge, understanding and skills.”

Some primary schools used 'challenges' to allow all children to contribute and set the direction for their own learning. One carousel-type activity had encouraged children to consider key questions about their participation.

- What do we do already that could be termed 'pupil involvement' in learning?
- What are the benefits of involving you in planning your learning?
- What might we find it difficult to do?
- What experiences do you have of evaluation?

Examples of involving children in the learning and teaching process

From a very early stage, children were encouraged to see learning as something they do for themselves and not something that somebody does to them. They were actively encouraged to take responsibility for their own learning. This developed attitudes and skills that encouraged them to see themselves as lifelong learners and developed their self-esteem.

Before new topics were taught, staff encouraged children to find out and share their existing knowledge and understanding about the topic. There were many opportunities for children to explore this prior to new teaching. This made it possible for children to contribute during the planning stage. It increased their ownership of the topics to be studied and allowed them to develop some of their own interests.

The school aimed to develop a *community of learners* where teachers and learners understood the importance of sharing and helping each other. It provided a safe environment for children to try out their thinking and understanding. Within the community of learners in the classroom children felt valued and that they had a "say".

⁷ Building the Curriculum 3 – A Framework for Learning and Teaching. Scottish Government, 2008

Daily 'challenges' were set. These were designed to provide a variety of learning experiences, for example, a problem-solving, enterprise or community-based challenge. Children worked together in mixed-ability groups and were able to recognise their strengths and decision-making styles. Teachers taught new skills and then set a challenge which allowed children to explore what had been learned. Children were encouraged to devise their own questions, use research to find answers and share what they had learnt with the rest of the class. Challenges were designed to extend learning and make connections across different learning areas.

Children collaborated in planning learning and teaching. They showed increasing confidence and were able to identify successful learning experiences. They could explain why learning was positive and what they were working towards.

Challenges from P1 to P7 included:

- make a puppet and explain how you made it;
- show that you know and understand the four capacities;
- use a range of functional writing and communication skills to help everyone become a successful learner; and
- have an understanding of space exploration and create an informative display.

In one primary school a carousel activity was used to help children to explore difficult issues of bereavement and religious beliefs in a very supportive and sensitive setting. Children collaborated with each other to raise questions and express ideas which could be shared with the rest of the class. All children contributed ideas and were confident in asking questions.

UNICEF Rights Respecting Schools Awards

The Children's Rights and Information Officer for one education authority was working with a number of schools to assist them in achieving the Rights Respecting School Award (RRSA). This award is based on the principles of the UNCRC.

The RRSA is based on the principle that for children and young people to want to achieve, they have to feel included, that they belong and that they matter. By ensuring that children learn about their rights and responsibilities it leads them to view their role as active global citizens in terms of justice and empowerment. In learning about the UNCRC, children learn how to become actively involved in school and the wider community and to make informed decisions. It builds self esteem, wellbeing and relationships within the school and wider community, and increases positive attitude towards diversity.

As part of the award, schools actively involve wider community groups such as local businesses, parents, and police and hold regular steering/focus group meetings to

work on action points. The group usually consists of children, staff, parents, the Children's Rights and Information Officer, police and social work services. The school also organises evening presentations about the award and the children's work for parents and other guests.

Schools register with UNICEF and have the support of the local UNICEF adviser. The RRSA also supports staff to enable them to teach children confidently about their rights and responsibilities, and to ensure that this is part of the school's ethos and values framework.

Involving learners in building relationships

A denominational and non-denominational primary school had been brought together on a joint campus. Each school wished to maintain a separate identity, but establish an ethos of joint working between children and staff. Children were given a voice on aspects of the organisation of their own area and the shared areas, for example by working together on dining room organisation and by decorating communal areas. They were asked for their views on the establishment of a joint behaviour policy for the schools. All children and staff took part in a large consultation process. This helped establish a common understanding between the two schools and the children were committed to implementing it. The two groups of children have a clear understanding that all the adults in the schools have responsibility for their care and welfare. The schools have established a joint pupil council and monthly joint assemblies where partnership working is celebrated and common issues are raised.

In a school for children with social, emotional and behaviour difficulties, children agreed their rights and responsibilities as a group through cooperative learning. This process developed children's sense of ownership of their rights and responsibilities. The school emphasised restorative justice approaches and individual children and groups have many opportunities to consider positive and negative behaviours and their consequences for others. After an incident, children are given a "life space interview" to encourage them to evaluate their own behaviour, its consequences, ways of moving on and preventing it from happening again. Success is celebrated in school and with their parents.

In a residential special school for children and young people with complex needs, staff encouraged children to take an active part in their learning. Children's voices and their opinions were an important part of the school's ethos. Children were given many opportunities to make choices, for example, when choosing a lunchtime activity. Despite the complex nature of their needs, they were encouraged to take positions of responsibility as school council class representatives.

In this school, many children and young people had their own Alternative and Augmentative Communication (AAC) system and the skills to use it effectively. Children were empowered to use this 'voice' and were given time and respect to do so confidently. Children's concern for others without high technology communication systems of their own had driven their involvement in a national campaign for AAC users. Children and staff worked together in a partnership of mutual respect and trust. As a result, children were prepared to meet realistic, but challenging, expectations and learning targets. The very positive ethos of the school contributed to their self confidence, self esteem, and emotional and physical independence. Through effective training, staff had the skills to interact with the children in a way that highlighted the message that children were at the centre of decision making in the school. Overall, children benefited from a high quality education, and gained the skills and confidence to participate fully in society after school.

Pupil councils

Increasingly, schools and education authorities are taking a more proactive approach towards involving children in school decision making. In all schools visited for this report, the pupil council played a key role in increasing learner participation in planning and decision making. Findings from the general inspection programme show that almost all schools have pupil councils, although they sometimes have other names, such as pupil parliaments.

Almost all primary schools encourage children to participate in pupil councils. Children usually complete application forms to put themselves forward for nomination. Schools often hold class, house or year group elections. Children often promote the work of the pupil council through assemblies, newsletters and displays. The pupil council members visit classes and meet with children to gather their views and provide them with feedback following a pupil council meeting.

Examples of issues which pupil councils from across Scotland focused on:

- improving the content of children's lunch boxes and promoting healthy eating;
- improving playground facilities;
- designing new school uniforms;
- promoting road safety;
- surveying the views of children about learning and teaching across the school, which led to positive changes in learners' experiences; and
- improving the school environment through eco school activities.



You should have a say in decisions that affect you

U.N. Convention on the Rights of the Child: Article 12



*Illustration reproduced with the kind permission of SCCYP

Examples of pupil councils making a difference

One school with a very active pupil council uses whole school assemblies to brainstorm 'big ideas' and share their activities with others. Pupil council members are also represented on the local area pupil council. The school emphasised to all pupil council members the importance of their role in achieving positive outcomes for everyone in the school. The pupil council had been proactive in improving the school environment and was now actively seeking funding for a garden project. It had also been successful in having its big idea adopted by the local area pupil council to break a world record for the Guinness Book of Records and in the process to raise money for charity.

At the time of the visit for this report, the children brainstormed possible ideas at a whole school assembly. The best six ideas were to be investigated further by the pupil council members before it presented the final idea to the local area pupil council. The creation of an ethos within which children confidently expressed their views developed a high level of mutual trust between staff and children.

Pupil councils' involvement in making financial decisions

One school had secured external funding to improve a playground area for younger children. Another school had enabled children to order tables for picnics. Feedback from them indicated that they were delighted with their involvement. ***“Even though they were only tables, everyone was so happy because we had ordered them and they weren't grey.”***

One education authority had provided funding to all pupil councils to promote their involvement in Health Promoting Schools. Each pupil council was given £300. Children were able to choose how the money was spent as long as it fitted with one of the six key characteristics of a Health Promoting School. As part of the process, children were asked to identify how different groups of children and the whole school would benefit.

Pupil councils planning for improvement

One pupil council worked very hard to improve their school using suggestions from their classes. Initially they did this by giving each class a large sheet of paper with 'an excellent school' written in the middle. Each class was asked to write down everything that they could think of which made their school 'an excellent school'. Each class then had to identify two strengths and one area for improvement (using two stars and a wish). The pupil council put all the information together and began to plan how they could make improvements. At each pupil council meeting they discussed the improvements and planned the next steps to address the 'wishes'. They kept everyone well informed through talking to classes, speaking at assemblies and writing reports in school newsletters. As a result, they were able to improve

class libraries, encourage neater handwriting (including writing to parents to ask for their support in this) and lead assemblies to promote anti-bullying.

Through the pupil council improvement planning process, children had opportunities to take part responsibly in aspects of the management and social life of the school and to think critically about planning, improvement and accountability. They gained first hand experience of sharing ideas, decision making and working cooperatively and collaboratively. They developed skills of handling information, problem solving and effective communication. They achieved worthwhile improvements in the school and helped to promote an ethos of achievement.

Pupil committees

Most primary and special schools with pupil councils also had other ways of involving children in decision making and contributing to the ethos of the school. Most had an eco committee; some had a pupil parliament, house groups or pupil consultation groups. These structures enhanced children's involvement and understanding of the democratic process and often made a significant impact on school life.

The eco committee in one school was made up of elected members from each class. They met regularly to discuss how to make the school more environmentally friendly. For example, they helped plant trees and maintain the school garden. In a second school, the eco committee had been a driving force in fundraising to set up a wind turbine in the school grounds. A third eco committee had sent leaflets to everybody living in the local village to encourage the whole community to recycle as much as possible. Stamps were collected and donated to Guide Dogs for the Blind. Book fairs were held, so that books could be shared and money raised.

A school's pupil parliament met regularly. The whole school was split into teams. They discussed all the areas that they thought were good in the school and suggested how they could be improved. Each group took forward ideas and the whole school decided on three main priorities for the pupil council to take forward which should be included in the next improvement plan.

Children in another school were allocated to family groups or 'clans'. Within each clan, children were organised into smaller groups each with a leader and assistant leader. These groups provided a support role for children and allowed them to influence changes within the school, for example to the structure of assemblies. Recently each clan had created silk paintings to make clan shields and increase the identity children had with their clan. They worked together to develop inspirational clan mottos.

A pupil consultation group in this school, which included children at P7, had been established to develop the school policy on the use of mobile phones. The group had taken very good account of the potential misuses of mobile phones in bullying and their positive uses, for example, as calculators and to take photographs of children's work.

Conclusion

Successful primary and special schools recognise the value of listening carefully to the voices of children and empowering them to become fully involved in all aspects of their school life. In particular, successful schools encourage children to develop the capacities and apply the principles of *Curriculum for Excellence* in their learning. Increasingly, almost all schools are taking a more proactive approach towards the involvement of children in school decision making. Pupil councils play a key role in efforts to increase learner participation in planning and decision making.

Through being listened to, children learn vital lifelong learning skills for a rapidly changing world. These skills include listening, debating, negotiation, compromise, reflecting on different points of view, and developing an understanding of the needs of self and others. Importantly, children gain a sense of self-worth through the understanding that they have a voice that others think is worth listening to. Children experience learning and teaching daily. They can be responsive and perceptive when encouraged and given opportunities to express their views on it. Children want to be successful learners. Encouraging them to talk about their learning can, and does, lead to improvements in learning and teaching. It can provide powerful evidence for a school's self-evaluation as a basis for improvement.

Overall, too many schools still focus their listening to children on one-off events and minor matters rather than strategies which provide sustainable methods of engagement and make a real difference to learners' experiences. Encouraging staff at all levels to become good listeners has the potential to help transform learning in Scotland as schools take the aspirations of *Curriculum for Excellence* forward.

Signposts for the way forward

In taking forward Curriculum for Excellence, **each teacher** will consider how to:

- listen to and take more account of children's interests and views in matching experiences and outcomes to their needs;
- maximise opportunities for involvement and choice, for example in personal reading and writing, in selecting personal and group topics for research or aspects for learning in depth, in agreeing the direction of work where content is open ended, events have to be organised or problems solved;
- provide opportunities for children as responsible citizens and effective contributors to take responsibility, develop skills of independence and express and debate views and approaches to classroom and wider issues, for example issues of behaviour, rules and relationships, differences between the needs and interests of different groups in the classroom, school and community and ways that decisions are reached; and
- promote effective feedback and personalisation by talking with each child over the course of a year.

At **school** level in taking forward the work of pupil councils and committees headteachers and their teams will consider ways of:

- extending the range and significance of issues in which pupils councils and committees are involved. The examples in this report will be helpful in identifying a range of ideas for involvement.
- increasing the level of involvement across the school by maximising the participation of different groups and stages in the school, ensuring that the work of pupil councils and committees is discussed in classrooms and assemblies and there are effective arrangements for feedback on their work.

Acknowledgements

This report draws evidence from inspections and visits to establishments and services. HMIE would like to thank all children, parents and staff who contributed to these inspections and visits to gather good practice included in this report.

Blackhall Primary School	City of Edinburgh Council
Carmondean Primary School	West Lothian Council
Gullane Primary School	East Lothian Council
Kilmartin Primary School	Argyll and Bute Council
Letham Primary School	Perth and Kinross Council
Pentland School	North Lanarkshire Council
Portmoak Primary School	Perth and Kinross Council
Spean Bridge Primary School	The Highland Council
St Blane's Primary School	South Lanarkshire Council
St Ignatius' Primary School	North Lanarkshire Council
St Kenneth's Primary School	South Lanarkshire Council
St Serf's Primary School	Clackmannanshire Council
Taynult Primary School	Argyll and Bute Council
Wishaw Academy Primary School	North Lanarkshire Council

HMIE also expresses its thanks to the following:

Children's Parliament

Office of the Children's Commissioner

The front cover picture design was reproduced from www.wordle.net