Summarised inspection findings

Whitdale Primary School and Early Years Centre

West Lothian Council

18 February 2020

Key contextual information

Whitdale Primary School is situated in Whitburn. At the time of inspection, the school roll was 388, organised into 15 classes. Whitdale Primary School is part of the Whitburn Academy cluster. The acting headteacher is the school's substantive depute headteacher. She and the acting depute headteacher have been in post since August 2018. There are also two principal teachers. The majority of children attending the school live in Scottish Index of Multiple Deprivation (SIMD) 1-3.

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

- There is a welcoming, caring and inclusive ethos at Whitdale Primary School. Almost all children are happy at school, enjoy their learning and feel well supported to do their best. The acting headteacher has established positive relationships with the whole school community and is well respected by children, staff, parents and partners. She has a clear vision for the children of Whitdale Primary and models high expectations and standards for all.

- The school's focus is on improving children's outcomes. Staff know children's individual circumstances and their families well and have a good knowledge of the local community. The acting headteacher uses this information well to inform strategic planning for improvement. She fosters strong working relationships and trust between staff in the school to support increased collaboration in order to effect positive change for children. Ably supported by the acting depute headteacher and two principal teachers, she has created a culture of learning to encourage members of the school community to have raised aspirations. This reflects the recently reviewed, shared school vision and values of 'inspire, engage, challenge and flourish'.

- The school values are the key drivers which underpin the rationale for change and improvement. Senior leaders model the language of the school values. They discuss the school's values with children during assemblies. They are referred to as part of the learning in a few classes. Most children can discuss the values, giving examples of how these are evident in class or in the playground. They articulate the impact the values have on learning and the wider life of the school. Staff should link the values to the school's work on children's rights and the newly developed positive relationships policy. Together with staff, senior leaders need to promote consistent and agreed high expectations of standards and respectful behaviours across the school.

- Staff benefit from annual professional review and development. Their professional learning needs are closely linked to school improvement priorities and the specific needs of children. Teachers engage well in career-long professional learning, collective professional reading and regular professional dialogue. They are developing a shared understanding of practice and whole-school approaches to pedagogy. As a result, learning and teaching in areas of focus, for example, writing, are improving. Staff should continue to develop high quality learning and teaching across all areas of the curriculum to improve children's engagement and attainment.

- Senior leaders create successfully an ethos and conditions which support staff professional dialogue and a developing sense of collective responsibility for change and improvement. Almost all staff feel empowered and well supported to take a leadership role. Staff take on roles willingly as curriculum champions or lead developments linked to improvement priorities. The acting headteacher encourages teachers' creativity through engaging them in professional enquiry aligned to their skills, interests or areas for professional development. Staff are beginning to use recognised improvement methodologies effectively to ensure change is evidence-based and informed by research. Senior leaders monitor carefully the pace of change. As staff develop confidence in their leadership roles, the pace of change should become more brisk. Senior leaders need to monitor and review the impact of staff's professional enquiry on the quality of children's learning experience and ultimately, on outcomes for children.

- Most children contribute effectively to the life of the school. Responsibility groups have a role in whole-school developments through their work on Eco Schools and the United Nations Convention on the Rights of the Child. The pupil council takes an active role in representing the views of their peers and has developed a clear improvement plan for this session. The recently formed learning council, working closely with the acting depute headteacher, is beginning to use How Good is OUR School? (2018) to support children's participation and engagement in self-evaluation and improvement. Commendably, members of the learning council carried out recently, learning walks and shared their findings with children and staff. As a result, most staff have reflected on the children's views and amended elements of their practice in response.

- Staff are involved effectively in reviewing the work of the school and planning for further improvement. Staff's work to improve approaches to numeracy and writing are beginning to have a positive impact on children's attainment. Children are involved increasingly in evaluating the work of the school. Senior leaders are aware of the need to engage parents further in self-evaluation and explore continually a variety of means to facilitate this. They value parental engagement and consult parents regularly on planned change and improvement.

- The school improvement plan is informed by self-evaluation activity, and is well matched to national priorities. Senior leaders have a clear plan in place for using the Pupil Equity Fund (PEF). This focuses appropriately on raising attainment in literacy and numeracy and striving for equity for all children. To support this further, staff should continue to improve the curriculum to provide progressive and cohesive learning across all curricular areas and ensure consistency in the quality of learning and teaching across the school.

2.3 Learning, teaching and assessment	satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

■ There is a caring ethos across the school. The majority of children are polite, well-behaved and motivated by their learning activities. Staff support children well and have a sound understanding of children's welfare and development. The majority of children show confidence in themselves and work well individually, in pairs and in small groups however this is not yet consistent across the school. They demonstrate well the school's vision and values through their interactions with staff, partners and with each other.

■ The majority of children are motivated to engage in learning and interact well in the majority of lessons. On occasion, a small but significant number of children across the school disengage from their learning, particularly during group activities. Staff should continue to develop their expertise in planning tasks and activities which are relevant, more challenging and meet the learning needs of all children.

■ The majority of children talk with increasing confidence about the skills they are learning, however children in a few classes are unclear of the skills they are developing. Teachers need to plan more experiences where children lead the learning and become more confident in identifying their own next steps in learning. While children are setting targets each term, teachers need to ensure these targets are more meaningful and relevant to children's learning. They should continue to involve children and parents in setting the targets and ensure children have the skills and necessary vocabulary to talk about the progress they are making in their learning.

■ In a minority of lessons, children's learning is matched effectively to needs. However, across the school, the pace of learning is not consistently brisk enough and should be improved in a significant number of lessons. Staff need to differentiate children's learning more effectively, with learning activities matched more carefully to the needs and interests of individual children. A few teachers use skilful questioning in lessons to build on prior learning. They need to model this effective practice to improve consistency in the quality of children's learning experiences and promote higher-order thinking skills.

■ Most children say that the school listens to their views and takes them into account. They contribute to the wider life of the school as members of a responsibility group such as the learning council, rights respecting school group and eco group. Senior leaders and staff should track and monitor children's learning through these activities more robustly to ensure that all children broaden their experiences and skills for learning, life and work.

■ Overall, the quality of teaching is satisfactory. Staff's effective feedback in a few lessons helps children to know what they need to do next in their learning. Across the school, staff need to be consistent in how they provide high quality feedback to help children be clear about their strengths and areas to improve. Teachers need to ensure a greater emphasis in lessons on

children collaborating and developing independence in their learning. Senior leaders should continue to share examples of good practice across the school.

■ Commendably, senior leaders have worked well with staff to develop guidance on what constitutes effective learning and teaching. However, teachers need to develop their understanding of whole-school approaches to pedagogy and assessment. They need to be more consistent in their practice and ensure high quality learning and teaching across the school. In a few good lessons, teachers use effectively 'assessment is for learning' strategies to support children in their learning. Teachers should use these strategies consistently across the school to support further children to make the best progress in their learning.

■ Overall, most teachers use digital technology well to enhance learning and teaching. For example, they use interactive boards and animation resources to present information, digital tools for noting key information and relevant online clips to explain teaching points. Children use tablets to carry out research, engage in coding and create stop-action movies, developing confidence in their digital technology skills.

■ At the early primary stages, staff are developing their approaches to children's learning through play pedagogy. They are at the early stages of implementing this and need further professional learning to ensure better outcomes for all children. Senior leaders need to provide more strategic direction and evaluate robustly the impact of this approach on learning and progress across the early level. Together with senior leaders, staff need to ensure that they continue to deliver lessons which give sufficient challenge and progression for all children.

■ Teachers use a variety of assessments to monitor children's progress in literacy and numeracy. Most teachers are starting to plan assessment to be more integral to learning and teaching. Staff should review their approach to assessment and devise a more informed whole-school framework for assessment which is proportionate, manageable and supports raising further children's attainment. Teachers should expand the use of holistic assessment to create rich evidence of children's ability to apply their learning in challenging situations.

■ Teachers share consistently the purpose of learning in lessons and discuss how children will know if they have been successful in their learning. In the best examples, teachers involve children in generating the steps required to achieve tasks set for them. Staff should work to develop further this approach across the school. The majority of children are learning to self- and peer- assess, particularly in writing. Staff should develop this further in other curriculum areas, using agreed steps to success to improve the quality of their evaluations or feedback to their peers.

■ Class teachers plan regularly with stage partners, and report this is having a positive impact on their practice. Teachers should build on their positive work in writing, and continue with plans for further moderation activities within and beyond the school. This should support shared expectations of the standards to be achieved for learners. Further professional learning in relation to the National Benchmarks is needed to support staff in their judgements of children's progress across areas of the curriculum beyond literacy and numeracy.

■ Teachers meet regularly with the senior leadership team across the year to discuss and track the progress of children. This includes identifying specific interventions for those who require additional support or have barriers to their learning. As planned, senior leaders and staff should continue to work together to develop systems to track and monitor children's progress across all curriculum areas.

2.2 Curriculum: Learning pathways

■ Staff and the senior leadership team have created a curriculum rationale in consultation with all stakeholders which reflects the ethos and values of the school. They need to create an appropriate curriculum overview to support staff to improve how they organise and plan the curriculum to reflect the school context. Children need to develop progressively their skills and knowledge across all contexts for learning.

■ Staff take good account of Curriculum for Excellence. Teachers are grouping experiences and outcomes from within and across curriculum areas. They need to develop further a more collegiate understanding of interdisciplinary learning which builds on current practice, and provides children with more opportunities to learn in meaningful contexts. The acting headteacher recognises the need to develop further a progressive programme for outdoor learning.

■ Senior leaders have learning pathways in place for all curricular areas which ensure good coverage of experiences and outcomes. Staff need to develop a few of these pathways further to provide clear and flexible progression which supports and improves teachers' professional judgements about children's progress in learning, in all areas of the curriculum.

■ Staff are aware of national guidance to help children develop skills for learning, life and work. They need to embed the principles of this guidance to build a stronger focus on careers education into the wider contexts of children's learning. Staff are keen to continue to improve sustainable links, and work with businesses and the local community to improve children's opportunities to engage in real-life contexts. They should track routinely children's individual enterprise and creativity skills to ensure they make the best possible progress.

■ Commendably, senior leaders and staff have reviewed writing and mental agility programmes across the school, and staff comment positively on the impact this is having on their understanding of children's progress and attainment. Staff have started to review the reading programme, with a view to improving children's motivation, progress and attainment in this area.

■ Children develop a range of relevant skills using digital technology, including through discrete teaching and through learning across the curriculum. In addition, children use a range of software and technology to enhance their learning experiences in literacy and numeracy.

■ Senior leaders and staff plan well children's pastoral transitions into Primary 1 (P1). They have an established buddy system, supported by children in the upper school. Children's curricular experiences at the early primary stages are not always effective. Nursery practitioners and colleagues in the school should work together to improve children's curricular experiences across the early level. Staff need to ensure children experience better continuity and challenge when they move to P1 to maintain and build on the skills children have gained in the nursery.

■ The school meets all children's entitlement to two hours of quality physical education (PE).

2.7 Partnerships: Impact on learners – parental engagement

■ Overall, most parents report that their children enjoy being at Whitdale Primary School. They feel that staff treat their child fairly, with respect and help them to become more confident. A few parents raised concerns about children's behaviour in the school. Senior leaders should continue to provide opportunities for all stakeholders to discuss the new positive relationships policy which is about to be implemented. As planned, they should continue with efforts to engage parents to support a shared understanding of the strategies and approaches being promoted in school.

■ Children share their learning and achievements termly with their parents via the online learner journals. Parents value the information they receive about their child's learning and progress. Senior leaders, with staff, need to ensure learner journals reflect the learning targets children are setting in class. They need to help parents understand better their child's progress and next steps for learning and support families in talking about learning at home.

■ Parents engage well in helpful learning activities with their children, such as cooking groups. Staff should extend similar opportunities to all children and families. Staff keep parents fully informed of the work of the school via regular electronic newsletters, the school website and social media. Paper copies of information are available as required. Senior leaders use these platforms to encourage parental involvement in children's learning and the wider life of the school. Senior leaders are trialling a digital application to enhance further parental communication and make information easily accessible.

■ The Parent Council supports the school well by raising funds and organising events. Senior leaders should continue to support parents to fulfil the wider duties and functions of the parent council, promoting its value and importance, including being involved further in school improvement.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

■ There is a strong sense of community within Whitdale Primary School. Children's wellbeing is a core feature of the work of the school. Staff provide a nurturing environment for children. Almost all staff model positive interactions with children, their families and each other. Overall, relationships between children are positive and supportive. Most children show care and concern for their peers. As a result, most children feel safe, secure and happy at school. They know they can approach staff if they have concerns. Almost all children are confident they will be listened to and appropriate action taken.

■ All stakeholders have been consulted recently about their views on promoting positive relationships and behaviour. As staff introduce new approaches to the promotion of positive relationships, it is important to ensure a shared understanding of acceptable standards and expectations across the whole school community. Staff should continue to build on the promotion of children's rights and respectful interactions as part of the new positive relationships policy. They need to reduce the low level disruption evident in a significant number of lessons, which has a negative impact on the quality of children's learning.

■ The school's approach to developing children's wellbeing has led to a greater depth of understanding and consistency in the language used around wellbeing indicators for staff and children. Children are becoming more able to self-record their wellbeing using the indicators. They reflect on their readiness to learn on a regular basis. Strategies such as daily check-ins, regulation zones, Buddy Bear and worry boxes, have been introduced in all classes. These support children well to recognise their emotions and identify how they are feeling. Peer mediators support children to interact positively in the playground. Children are developing the skills required to help them if they are anxious or upset. Children articulate clearly how these strategies help them both in school and at home.

■ Senior leaders make appropriate use of available data to identify and shape the focus and priorities for health and wellbeing, to best meet the needs of the school and its community. Staff should continue to develop the health and wellbeing curriculum, taking account of the latest guidance. Senior leaders acknowledge the need for a more progressive and robust approach to measuring children's progress across the health and wellbeing curriculum. Staff should ensure that assessments in health and wellbeing are relevant and rigorous. Staff are not yet tracking and monitoring children's progress in health and wellbeing.

■ The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. Children can access free drinking water and processes are in place to protect the identity of those entitled to a free school meal. The acting headteacher should consider how the school can work with catering services to further promote the school meal service.

- Parents have engaged positively with the invitation to share their views on the 'Relationship, Sexual Health and Parenting' resource. Senior leaders and staff should continue to implement this resource as part of the developing health and wellbeing curriculum.

- Staff work well with the Active Schools Coordinator to enhance the delivery of PE, introducing children to a range of sporting activities. Children develop a range of physical skills and increase their strength and stamina in a systematic and progressive way. Children develop a good understanding of the health benefits of regular physical activity and fresh air through regular opportunities to learn outdoors in the school grounds and on the multi-use games area.

- The school has effective partnerships in place to support and extend children's learning around specific areas which impact on their wellbeing. For example, work with the Beechbrae Centre on growing and preparing food and eating foods in season, supports children's learning about food and nutrition. The school offers a range of clubs and activities including football, dance, homework club and a cookery club and has achieved a Sportscotland silver school sports award. Children develop confidence and teamwork through their participation in these clubs. Children feel they have a voice in suggesting ideas for change and improvement in areas that impact on their enjoyment of school such as the playground and dining hall. They talk proudly of the achievements gained through participation in decision making and how this helps them to feel more confident.

- All staff have a clear understanding of the principles of Getting It Right For Every Child. They are aware of their statutory duties and their collective responsibility in achieving these. There are effective procedures in place for identifying and supporting children who have additional support needs. Clear documentation outlines the support being provided and identifies appropriate next steps for children receiving interventions and targeted additional support. The support for learning (SfL) teachers provide useful guidance and advice to colleagues to help them meet the needs of individual children. They track carefully the progress of children receiving additional support and review interventions accordingly in discussion with senior leaders and other staff. As a result, outcomes for children are improving.

- Support staff work well with children, helping them to successfully access their learning. They receive relevant training from the SfL teacher to help them support children in literacy and numeracy. They interact well with children who have additional support needs, dealing sensitively with situations where children become anxious or distressed. Senior leaders should ensure that universal support is available in all classrooms and that agreed strategies for supporting all children are implemented consistently by all staff.

- Staff work well together to ensure Whitdale Primary School provides an inclusive learning environment. Senior leaders have a clear rationale for using the PEF which focuses appropriately on improving children's progress in literacy, numeracy and health and wellbeing. The school employs a family support worker to work with targeted families to help improve children's attendance and develop parental engagement. This is having a positive impact on the learning and achievement of the children and families involved. The majority of children are developing the skills and confidence to recognise and challenge discrimination and inequality when they become aware of it. Staff should maintain a continued focus on children's rights and develop further the health and wellbeing curriculum to support children in this area.

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

- Data presented by the school indicates that overall, children are making good progress in literacy and English, and numeracy and mathematics. Assessment data for children with additional support needs shows that most children are making good progress from prior levels of learning. The school's data is based on teacher professional judgement, informed by a range of assessments. Overall, the data is accurate in reading, writing and numeracy and mathematics. However, data provided for listening and talking is not accurate. Further teacher moderation is required to support the accuracy of their professional judgements in listening and talking.

Literacy and English

- Data for session 2018/2019 shows that most children at early and second level, and the majority of children at first level are achieving national expectations. A few children at first level are capable of making more progress. Most children not achieving the expected levels are making appropriate progress, including those who have additional support needs.

Listening and talking

- Across the school, the majority of children make satisfactory progress in listening and talking. The majority are polite and courteous in their interactions with each other and adults. At early level, the majority of children listen attentively and follow instructions about their learning. At first and second level, the majority take turns when working in a group and speak out confidently when asked to contribute ideas. The majority of children present their learning well within the class. A significant number of children need to develop further their listening and talking skills at all stages.

Reading

- At early level and second level, most children are making good progress in reading. At first level, the majority of children are making good progress in reading, however a significant number of children need to develop further their ability to answer inferential and evaluative questions about texts. Across the school children's knowledge of different genres has increased significantly through regular use of their classroom libraries. Most children at early level talk well about favourite books and why they like them. A few require further support to answer questions and make predictions about stories they share. Most children identify sounds and letters in the books they are reading. Most children at first level identify main characters and events with confidence and know the difference between fiction and non-fiction books. Across first and second level, most children use punctuation appropriately to enhance their reading aloud. At second level, most children research well using non-fiction texts to find information, make notes and draw comparisons. At this level, children need to improve the quality of their questioning and develop further their use of higher order thinking skills.

Writing

■ Overall, children's attainment in writing is good. At early level, most children create attractive stories with visuals and copy simple sentences scribed by an adult. Most children at first and second level use notes appropriately to plan extended writing. Across second level, most children demonstrate confidently a good understanding of the structure of varied genre. Children at first and second level write regularly for a range of purposes. They understand the process of improving their writing. Most children act on feedback and redraft their writing well after teacher or peer assessment. Children with additional support needs make good progress. The effective use of digital technologies supports their writing. A significant number of children are capable of making better progress at the early level, and a few at first and second level.

Numeracy and mathematics

■ Overall, attainment in numeracy and mathematics is good. Most children are making good progress across the school. A few children across the school need to make better progress.

Number, money, measure

■ Across all levels, most children's skills in mental agility are developing well. At early level, most children identify coins to the value of £2. At first level most children solve accurately addition and subtraction problems with two digit whole numbers. They are not confident when solving addition and subtraction problems with three digit whole numbers. At second level, most children read and record time in both 12 hour and 24 hour notation and convert confidently between the two. A few children cannot convert between 12 and 24 hour notation accurately.

Shape, position and movement

■ At early level, most children use accurately the language of position and direction. At first level, almost all children identify confidently simple two dimensional shapes and three dimensional objects. Most use mathematical language accurately to describe the properties of shapes and objects, however a few children are not confident in this. At second level most children describe the relationships between three dimensional objects and their nets confidently. They need to develop their use of specific mathematical vocabulary, such as radius and diameter.

Information handling

■ At early level, most children apply counting skills confidently to interpret simple bar graphs. By the end of first level, most present data well in Carroll diagrams. At second level, most children describe confidently the use of tally marks to gather data. They display data on pie charts and in bar and block graphs. At all levels, children need to apply these skills in information handling more regularly across their learning in a variety of contexts.

Attainment over time

■ The school's attainment data for the last three years for children's achievement of Curriculum for Excellence levels in literacy and numeracy shows no identifiable patterns over time. Data shows that children's attainment levels in June 2019 at P1, P4 and P7 improved from the previous year. Robust systems are in place to track all children's progress over time in literacy and numeracy, including those with English as an additional language, individuals and year groups. Senior leaders need to improve the validity and accuracy of teacher professional judgement in listening and talking. The school does not yet track children's progress and attainment across all curriculum areas.

Overall quality of learners' achievement

■ Children contribute regularly to the wider life of the school, developing well their leadership and citizenship skills. They are gaining a greater understanding of the local area and how they can contribute to their local community through joint projects with community groups and local charities. Most children have an increasing awareness of how they can protect the environment through learning about sustainability and the eco work they undertake. They are beginning to

see themselves as global citizens through learning about world-wide issues. Children develop confidence and a sense of pride in themselves and their school as a result of success and recognition in awards schemes and competitions at both local and national level. Senior leaders and staff should track and monitor more robustly how children broaden their skills.

■ The school celebrates children's individual achievements in a range of ways including through assemblies, 'the 'I-achieve' programme and through social media. Most children are developing well as successful learners and confident individuals. Children need to recognise the skills gained from their participation in wider achievements and learn how to apply these skills to learning, life and work.

Equity for all learners

■ Senior leaders and staff have implemented effective strategies to improve children's attainment in writing and in numeracy. More children achieve expected Curriculum for Excellence levels as a result of interventions and improved approaches to teaching writing. Staff are proactive in supporting children who experience barriers to their learning. Appropriate resources, including the effective use of digital technologies, enable all children to access learning more easily. The family support worker develops positive relationships with a few children and their families to increase children's attendance and ensure home and school work together closely to support and improve children's learning and achievement.

■ The school use PEF monies to fund targeted interventions in literacy, numeracy and health and wellbeing. Senior leaders use robust and rigorous data effectively to monitor the impact of interventions. As a result, it is clear these interventions are leading to improvement in children's attainment.

School empowerment
■   Empowering teachers and practitioners with a focus on improvement.

■   The vision, values and aims underpin well a culture of improving outcomes for all children. Stakeholders work within a culture which is both consultative and collegiate. This generates focused professional dialogue, set within a climate of trust and professional responsibility. Staff, practitioners and learners identify and manage improvement priorities, and can evidence ways in which they feel increasingly empowered to initiate and lead change.

■   Staff and practitioners are empowered by collaborative working at departmental, school, cluster and authority level, which supports them to lead change and secure improvements. They feel valued and supported by their colleagues and the senior leadership team. Staff lead developments and challenge each other to implement change. Teachers and practitioners engage in and lead a range of professional learning opportunities. They are increasingly flexible in their response to the challenges and opportunities within the improvement agenda. They understand the need for evidence to shape school improvement.

■   Staff and practitioners influence the ways devolved budgets align funds for improvement projects, including PEF innovations. Senior leaders, with staff and practitioners, agree improvement projects, and ensure time is allocated within the working time agreement to progress activities. They consider carefully the respectful and trusting relationships they have with parents, and the way in which they can develop these relationships to help foster and support effective opportunities for home 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.