

Summarised inspection findings

Glenburn Primary School and Early Years Centre

South Ayrshire Council

2 June 2020

Key contextual information

Glenburn Primary School is a non-denominational school in the town of Prestwick, South Ayrshire. At the time of inspection, the roll of the school was 351 children across 14 classes.

1.3 Leadership of change

very 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

- The school's vision 'To Be the Best That We can Be' demonstrates the strong commitment of the headteacher and all staff to secure positive outcomes for children. The school values of honesty, respect, responsibility, friendship, team and inclusion were created in consultation with children, parents, staff and partners. Children understand the vision and values very well and use them in conjunction with the United Nations Rights of the Child to reflect purposefully on their learning and relationships. Parents use the school values well to encourage children in their learning.
- The strong leadership of the headteacher, supported by the senior leadership team (SLT), ensures all stakeholders have high expectations for children. The headteacher is respected by the school community. She supports staff very well to have a clear understanding of the economic, social and cultural context of the school community. Staff use this knowledge well to take collective responsibility for children's progress. The headteacher rigorously monitors improvement priorities and the impact on outcomes for children.
- All staff participate in high-quality continuous professional development which is a key driver for change across the school. Commendably, staff lead continuous professional development activities within the school and in the local cluster. Staff are encouraged and empowered to include innovation and creativity within the curriculum. They are supported to develop small tests of change through practitioner enquiry to measure the impact of change. Senior leaders should continue to support all staff to participate in practitioner enquiry and learn from each other. Recent collegiate professional learning has focused on improving approaches to learning, teaching and assessment. Staff have worked collaboratively to produce agreed expectations for all. This supports staff to have a good understanding of what high-quality learning, teaching and assessment looks like. There are regular, planned, opportunities for staff to share professional enquiry and learning with each other. As a result, staff are confident in discussing how they have improved their practice.
- School Improvement Plan (SIP) priorities are agreed with staff and stakeholders using robust self-evaluation activities to gather data on children's attainment and the views of all stakeholders. The current SIP sets out appropriate priorities which reflect clearly local and national initiatives and reflect the context of the school. The commitment and resolve of the headteacher ensures that the pace of change is brisk, taking account of sustainability and time to embed new pedagogies and practices.

- School leaders create a climate of collaborative leadership where all staff are empowered to assume leadership roles. Over the last few years, this focus has been on improving learning and teaching, assessment and leadership. Teachers are fully involved in taking forward aspects of the SIP. Teamwork and distributed leadership amongst staff is a major strength of the school. For example, staff lead on literacy, numeracy and modern language developments within the curriculum. These activities are having a positive impact on children's learning experiences within the classrooms and leading to very good attainment.
- Robust quality assurance processes drive forward school improvement. This includes regular monitoring and evaluation of learning and teaching. Senior leaders meet with teachers to reflect on pedagogical approaches and children's progress. As a result, almost all children are making very good progress. Staff comment that these activities are supporting them to review and improve practice continually. Senior leaders collate key high level messages from classroom observations and planning. This supports all staff to understand next steps and areas for change. Senior leaders should continue to manage the pace of change. This will ensure they take account of the national agenda to tackle unnecessary bureaucracy.
- Senior leaders and staff are committed to closing the poverty related attainment gap. There is a clear rationale for using Pupil Equity Funding (PEF). The Parent Council and staff are consulted on the use of this money. Currently, this funding is used for additional staffing to raise attainment in literacy for targeted children. Robust measures to monitor the impact of these of interventions show positive impacts for most children.
- Glenburn Primary has an active Parent Council and parents views are gathered in variety of ways including a monthly 'Coffee and Chat' and termly parent focus groups. Parents contribute to and lead aspects of world of work and science, technology, engineering and mathematics (STEM) events. This is supporting children well to make connections between their learning in school and the world of work. A few parents would like more opportunities to contribute to school improvement and shape changes within the school. As planned, senior leaders should continue to consult with parents to provide a range of family learning and parental engagement opportunities.
- Partners work collaboratively with the school to make meaningful contributions to children's learning. The 'Prestwick Promise' between Glenburn and local cluster schools provides a shared understanding of collegiate working to support positive outcomes for all children in the local area. Staff, in partnership with a variety of local businesses and health agencies, deliver successful health weeks, world of work events and STEM activities. A few partners are involved in evaluating the impact of their work with the school and feedback is very positive. These partnerships provide children with meaningful learning experiences to develop well their skills for life and work. The school should continue to work with partner agencies to plan and evaluate curriculum activities.
- There are good opportunities for children to lead and influence the life and work of the school. All children in P7 are trained to be Junior Coaching leaders. This is supporting their leadership skills in delivering sports and health activities to others. Older children lead several lunchtime clubs such as multi-sports, Information and Communication Technology (ICT) and arts and crafts. Commendably, children plan learning outcomes and steps for success before their activities. This is supporting them to be effective contributors to the school community. Children lead in a variety of committees including Digital leaders, Modern Languages, Library, Dynamic Learners, Eco Schools and Buddies. These opportunities build children's citizenship skill well. There is scope to provide children with more opportunities to demonstrate their learning and share their knowledge. The school is well placed to provide opportunities for children to lead learning during weekly citizenship time.

2.3 Learning, teaching and assessment

very 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

- Across the school, children have very positive relationships with staff. This supports the mutually respectful ethos that is evident in all classes. Almost all children are motivated and engaged in their learning. They are confident and talk about their learning with others. Staff have successfully created a culture of high expectations and trust. Almost all children feel that they are understood and valued as learners. In almost all lessons, learning, teaching and linked assessments are well-planned and appropriately differentiated. As a result, almost all children are suitably challenged.
- Most learners know that their views are sought, valued and acted on. They are increasingly knowledgeable about their rights and how these impact on their lives. The school provides good opportunities for all pupils from P4 to P7 to contribute to pupil voice groups. The group action plans help children to identify the impact of their work. Children from P1 to P3 share their views through 'Together-Time' activities. As a result, children contribute effectively to the life of the school. The school should consider how children could share more widely the work of these groups.
- Teachers plan learning activities that support breadth, depth and application of learning very well. Staff and children provide very good opportunities for learning to be applied in real life and relevant contexts such as working within a budget to plan a party or a holiday. In all classes, staff link learning to skills for learning, life and work. As a result, almost all children can talk about the skills they are developing and explain how they might use these skills beyond the school setting. Staff support children well to make meaningful links with prior learning. At the early level, children are motivated and engaged by a well-planned and challenging play-based approach to learning.
- Across the school, the quality of teaching is very good. In all classes, staff skilfully pose questions which prompt discussions about learning and encourage curious enquiry. This enables children to develop higher order thinking skills. Staff provide a wide range of opportunities for children to share and reflect on their learning and thinking with others. As a result, most children are becoming more confident in discussing their learning with staff and peers. Children have regular opportunities to be independent in their learning. Across the school, children would benefit from additional opportunities to lead learning.
- Children across the school are involved in evaluating and setting their learning targets. These targets are not always personalised and motivating for children. As planned, the school should continue to build pupils' skills in identifying and tracking their personal learning and achievements. This should be done as part of the overall review of approaches to individual target setting to ensure that these targets are relevant, meaningful and suitably aspirational.

- In almost all lessons, staff are skilled in helping children understand what they are learning and how they will know when they have achieved success. Across the school, children are developing their skills in self and peer assessment. In most classes, children receive high-quality feedback from staff. Children are not always clear about the best ways to use this information. The school should now review its approaches to the consistent use of feedback.
- In all classes, staff use digital technologies to help children to understand the purpose of their learning. Digital learning is planned and progressive and within contexts relevant to the school. The school should review the ways in which children independently access and use digital technologies to enhance and enrich their learning.
- Teachers use South Ayrshire curriculum pathways very well to inform planning in all curriculum areas. When planning, teachers and learners make very good connections across the curriculum, linking science, technology, engineering, maths and the world of work. Almost all children are able to make these connections and to talk knowledgeably about real life applications for their learning in these areas. High-quality displays across the school reinforce this understanding.
- Teachers have a very good understanding of the moderation cycle and use this well to moderate approaches to planning learning, teaching and assessment at school, cluster and local authority levels. Agreed examples of progression across the curriculum are displayed in the school. Staff and children are able to see what achievement of a level looks like in areas beyond literacy and numeracy. Collegiate approaches to planning result in rich professional dialogue and trust. The school should, as planned, continue to review and streamline its approaches to planning.
- The school's rigorous approach to quality assurance challenges and strengthens teachers' professional judgement of learners' progress and achievement. Staff use National Benchmarks in literacy and numeracy very well. In other areas of the curriculum, staff are beginning to plan assessments which evidence learners' progress and achievement. The school should, as planned, continue to develop the ways in which it uses this information to secure progress.
- The school effectively tracks and monitors children's progress in literacy and numeracy. Termly pupil progress meetings allow the SLT and staff to discuss learners' progress and any potential barriers to learning across the curriculum. As a result, the SLT has a very good understanding of the pace and progress of learning for each child. The school should now review the way in which it gathers, tracks and analyses evidence of learners' progress across all other areas of the curriculum.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression pathways effectively to plan, track and monitor children's entitlement to the broad general education. Staff use the frameworks flexibly to provide clear learning pathways and ensure progression. Teachers are skilled in planning meaningful opportunities to apply literacy and numeracy across the curriculum. They support children effectively to make connections across learning.
- Teachers use the school's three year rolling programme of contexts for learning to ensure effective coverage of experiences and outcomes in all curricular areas. Staff plan interdisciplinary learning (IDL) very well and offer children interesting and relevant learning activities. Children are involved in planning for IDL through identifying what they already know and what they want to learn. Children are beginning to make decisions about contexts for learning. As planned, staff should continue to empower children to be further involved in curriculum content. The school provides very good opportunities for children to learn across the four contexts for learning. There are a number of well-planned experiences for children to learn about their local environment. The headteacher and staff are very aware of the local context and use this well to ensure meaningful learning for children.
- Teachers plan digital technology lessons well using a skills pathway adapted to suit the context of the school. They plan progressive digital learning activities for delivery within the ICT room, with children using laptops and tablets in the classroom to support learning. Older children confidently take on the roles of Digital Leaders. They support staff and other children by delivering digital learning activities during events such as Digi Day.
- Staff plan meaningful and relevant activities for developing skills for learning, life and work. Strong partnership working supports these activities. A significant number of local businesses and organisations support the work of the school, enriching the curriculum and providing meaningful contexts for children's learning. All children participate in STEM projects. They speak very positively about their engagement in STEM learning opportunities and identify confidently the skills they are developing. As planned, the school is well placed to make use of Career Education Standards to continue to develop a skills pathway throughout the school.
- Children benefit from two hours of quality physical education every week, with regular opportunities for outdoor exercise. All children learn Spanish, with older children also learning French. Teachers use curricular pathways effectively to ensure progression in learning for both languages. A music specialist supports the delivery of music lessons, providing progressive learning experiences for all children. A significant number of children learn to play a musical instrument and participate in musical events within the school and local community.

2.7 Partnerships: Impact on learners – parental engagement

- Across the school, parents identify how the school and staff impact positively on their children's learning. Most parents are happy with the information they receive about their child's progress. A few parents would appreciate more opportunities for family learning. The school consults well with parents regarding parental learning activities. Recent parental workshops on internet safety and mental health were well-attended by families. The school should continue with plans for further family learning opportunities.
- The Parent Council is very supportive of the school. It encourages parents to become involved in the life of the school and organises fundraising events. As a result of feedback from parents, the school changed its approach to reporting on children's progress. Information on children's experiences and progress is shared through social media, sharing the learning sessions, termly written reports and parents' evenings. Parents value regular 'Coffee and Chat' sessions.
- Parents are encouraged to attend curriculum workshops for example, workshops on reading, numeracy strategies and online safety. These build parental confidence well and enable them to support their child at home. Family learning workshops designed in consultation with parents are supporting them to help their child with their learning.
- Partners, including local businesses, Community Learning and Development, Active Schools and other local organisations are highly positive about productive partnership working. For example, family learning activities, STEM projects, world of work events and health week involve parents and partners. The contribution of parents and partners impacts positively on children's learning experiences and wellbeing.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff across the school have a very good understanding of the health and wellbeing needs of individual children and their families. They use this knowledge very well to identify children that may require support and interventions. Wellbeing needs are an important part of progress meetings with senior leaders. The school is able to demonstrate how these interventions and supports are improving outcomes for children.
- Children benefit from positive relationships with staff and with each other. As a result, almost all children are happy and feel safe. A few children and parents feel that the school could deal better with incidents of bullying. Children feel respected and show respect for others. The school values are well understood and demonstrated by children in their day-to-day interactions. This results in a very positive learning climate for children to develop and thrive.
- Children have a very good understanding of the wellbeing indicators. They are able to talk about them and how they link to the school's values. Across the school, there is a shared language and understanding of the indicators and they facilitate children to reflect on and assess their own wellbeing on a regular basis. These assessments contribute to discussions with teachers about health, wellbeing and emotions. As a result of this important work, children are able to discuss their own wellbeing needs and what they need to do to keep healthy and safe.
- A progressive and well-planned health and wellbeing curriculum ensures all children benefit from appropriate health and wellbeing experiences. These lead to improved understanding about health, fitness and the development of skills across a range of sporting activities. Staff track children's progress very well through the health and wellbeing curriculum.
- Children are actively included in discussions about their learning and wellbeing needs. Together with staff, they set appropriate individual wellbeing targets. These targets help children focus on improving specific aspects of their learning and wellbeing. Children have good opportunities to review their targets with staff.
- The school engages effectively with a wide range of partners to support children's health and wellbeing. Partners such as local sports clubs, supermarkets, dentists and doctors contribute to health week to help children understand issues that impact on their health and fitness. Moving forward, the school should continue to use their knowledge about specific wellbeing issues that impact on the school and local community. This will help ensure health and wellbeing whole school events are more targeted and relevant to the needs of children and their families. Children in the school are well placed to take more leadership in the planning of health and wellbeing activities and events.

- Partnership working with specialists and therapeutic services is highly effective in supporting individual children to improve their social and emotional wellbeing. The inclusive ethos of the school together with staff's understanding of specific wellbeing needs, lead to the implementation of appropriate interventions to support children who experience challenges. As a result, there are positive outcomes for children such as improved attendance and better engagement in learning.
- Staff across the school have a very good understanding of their statutory requirements in areas such as child protection and identifying the needs of children who face challenges in their learning. They use staged intervention approaches very effectively to assess and support children. Senior leaders and class teachers track very well the progress and attainment of children who are part of staged intervention approaches. Children who require additional support are progressing very well as a result of well-planned approaches to assessment and subsequent appropriate interventions. Commendably, children are consulted about the model of support they receive. Transitions to secondary school for children with additional support needs are very well-planned.
- Pupil support assistants are skilled in supporting children with their learning. As a result, their input is resulting in improved attainment in literacy and numeracy for specific groups of learners. Support staff contribute very well to meeting the social, emotional and wellbeing needs of children. Support for learning teachers contribute very well to meeting the needs of children who require additional support. Their deployment across the school is well-planned and interventions monitored and tracked.
- Children across the school are developing a very good understanding of helping others and contributing to improving the wellbeing of others through global citizenship work. They are developing an awareness of children's rights. Through STEM and Developing the Young Force (DYW), children are exploring aspects of equality such as gender. They are well placed to progress their understanding and discussions to include other protected characteristics.
- The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. There is access to free drinking water throughout the day. The school meal service is promoted to parents and children and the current payment system protects the identity of those children who are entitled to a free school meal.
- The regulations which apply to the nutritional analysis of the planned menu and food and drink standards shows that all standards are being met.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is very good. Attainment data provided by the school accurately reflects inspection evidence such as assessments, samples of children's work, observations of learning and focus groups of children. Information about children's achievements of Curriculum for Excellence levels for 2018-2019 shows that at P1 almost all children achieved early level in reading, writing, talking and listening and numeracy and mathematics. At P4, almost all children achieved early level in reading and listening and talking. Most children achieved first level in writing and numeracy. At P7, almost all children achieved second level in talking and listening. Most children achieved second level in reading, writing and numeracy and numeracy and mathematics. Across the school, a few children who have additional support needs are making very good progress.
- The senior leadership team and staff work effectively together to track and monitor progress. They gather and analyse attainment information very well. Staff use a range of assessments, dialogue with senior leaders and professional judgements to predict children's attainment. Across all levels, predictions for 2019-2020 show good or very good attainment across literacy and numeracy.

Literacy and English

- Overall attainment in literacy is very good. Almost all children, including those with additional support needs, are making good very progress in literacy.

Listening and talking

- Overall, attainment in listening and talking is very good. At early level, almost all children successfully listen for and use words and phrases linked to interdisciplinary contexts through imaginative play. This is building their vocabulary well. At first level, almost all children contribute clearly to group discussions and build on the ideas of others. At second level, cooperative learning tasks enable children to select and explain their ideas and opinions on a variety of curricular areas.

Reading

- Overall, attainment in reading is very good. The school library is used to promote 'Reading Olympics' for enjoyment very effectively. Children are successfully motivated to read a variety of texts and authors. A few children would like a greater choice of reading materials. The school should continue as planned, to build on this success to give children greater choice, including non-fiction texts. At early level, almost all share their thoughts and feelings about a variety of texts. Most children are using their knowledge of sounds and letters to read words. At first level, almost all children read aloud with fluency using punctuation clues to add expression. Almost all children use reading strategies very well to predict, summarise and

identify the main ideas of texts. At second level, almost all children ask and respond to inferential and evaluative questions confidently to demonstrate their understanding.

Writing

- Overall, attainment in writing is good. Across the school, children are clearly able to apply writing skills across the curriculum well. As a result, almost all children enjoy writing and are motivated to write for a variety of meaningful purposes. At early level, most children form lowercase letters well. Across the school, teachers should set consistent high expectations for spelling and presentation of written work. This will encourage children to produce their best work at all times. Commendably, children write labels and headings for displays throughout the school. At first level, children make notes and use these well to create persuasive letters using the correct format and style. At second level, most children select and use vocabulary successfully to convey information. For example, children have a very good understanding of using figures of speech to enhance imaginative writing. Children confidently plan and write discursive texts about the use of mobile phones and internet technology taking account of different viewpoints.

Numeracy and mathematics

- Overall attainment in numeracy and mathematics is very good. Almost all children make very good progress. Children with additional support needs make suitable progress.

Number, money and measure

- At early level, most children add confidently within 20 through counting on. They reinforce this through play-based activities with money. Most children subtract within 20 accurately. They develop their understanding of time through classroom routines. At first level, almost all children successfully round numbers to ten or 100. They add two digit numbers accurately using a range of strategies. A few children need to consolidate their understanding of decomposition. Almost all children find a fraction of an amount confidently. They estimate reasonably before measuring the length or weight of an object to check for accuracy. At second level, almost all children understand well place value and identify the value of a digit within a number. Most children calculate successfully a percentage of an amount. They are developing accuracy in simplifying fractions.

Shape, position and movement

- At early level, almost all children name correctly simple two-dimensional shapes. They explore three-dimensional objects through play. At first level, almost all children identify and describe confidently simple properties of two dimensional shapes and three-dimensional objects. Most children need to revisit work on right angles. At second level, almost all children successfully identify a wide range of two-dimensional shapes and three-dimensional objects. They discuss the properties of these shapes and objects. Most children use compasses to draw accurately circles and then name parts. Most children calculate measurements of objects drawn to scale, using real-life contexts. Almost all children are successful in recognising and describing acute, right, obtuse and reflex angles.

Information handling

- At early level, almost all children confidently match and sort objects, justifying their choice of criteria. At first level, almost all children interpret bar graphs and answer correctly questions related to the data displayed. They use tally marks well and are developing skills in using spreadsheets. At second level, almost all children understand the language of probability. They create bar graphs, line graphs and Venn diagrams to display, interpret and analyse data. Children at first and second levels use digital technology very well when collecting, organising and displaying data. They discuss confidently the links to real life contexts.

Attainment over time

- The school's data over a three year period demonstrates good levels of attainment in literacy and numeracy. Accurate information provided by the school demonstrates they are successfully raising attainment for most children. Children are making very good progress in other areas of the curriculum. Class and specialist teachers gather attainment information in other areas of the curriculum. The school should now monitor and track this information to enable a better understanding of children's strengths and needs across the curriculum.
- There is robust tracking and monitoring of the impact and effectiveness of interventions for children who require additional support. Children who face barriers are making very good progress in their learning and in their social and emotional wellbeing.

Overall quality of learner's achievements

- Children talk very well about the skills they are developing through participation in activities both within and outwith school. They identify how they will use skills in other contexts, for example, they talk with confidence about skills such as communication, team working and the need to compromise when working with others. They have a very good understanding of how their achievements help them to be responsible, develop confidence and experience success.
- Achievements are recognised and celebrated in school and citizenship events and assemblies. These achievements are appropriately linked to skills. Children are developing confidence and a good sense of their own abilities through discussions and celebrations of their achievements. The school should provide children with opportunities to take greater leadership in events where success is celebrated.
- Staff track children's wider achievements very well to identify children who are at risk of missing out on activities. Children are encouraged to participate in lunchtime clubs. As a result, almost all children across the school participate in clubs and activities outwith the school day.
- Almost all children across the school participate in committees that lead to school or community improvements. Involvement in these clubs supports children well to understand that their views are valued. They use the school aims well to help them work together in teams. Through participation in these groups, children are developing a very good understanding that they have responsibility for improving their school.

Equity for all learners

- Staff have created a positive and inclusive ethos in which all children receive the support they need to achieve success. Staff have a very good understanding of the strengths and needs of children. Well-planned interventions enable almost all children to attain and achieve as highly as possible. The headteacher and staff identify children who are not attaining as expected and appropriate interventions are implemented. As a result, all children including those who face challenges in their learning make very good progress.
- Pupils who experience barriers to the learning as a result of socio-economic factors or learning needs are making very good progress. PEF is used very well to support interventions. These are rigorously tracked and monitored to ensure they are improving children's attainment and achievement.

School Empowerment

■ Curriculum

- Empowerment is a key driver of school improvement. Staff are empowered to influence and lead change in the school. Teamwork across the school is a strength. Teachers comment that they are supported well by senior leaders. Staff lead on many aspects of the school improvement plan including literacy, numeracy, STEM and languages.
- Glenburn Primary provides children with a variety of well-planned opportunities to participate in and influence the work of the school. For example, children are involved in many groups such as the Spanish Club and Digital Leaders to influence learning and teaching within classrooms. The school should continue to provide children with more opportunities to lead their learning and contribute to curriculum design.

Practice worth sharing more widely

There is a strong focus on ensuring children are able to apply literacy and numeracy skills across other areas of the curriculum. Well-planned learning experiences and high-quality learning and teaching supports children to use what they know in a range of different contexts.

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.