

# Summarised inspection findings

**Banchory Primary School**

Aberdeenshire Council

14 March 2023

## Key contextual information

Banchory Primary School is located in the town of Banchory on Deeside Aberdeenshire. The school roll of 428 is spread over 16 primary stage classes. The school includes enhanced provision for children living in the community who need supported in their learning. The nursery class is located in the school grounds and has a roll of 78 children. The large school building offers a range of learning spaces and has extensive grounds. Banchory Academy is located next door. The headteacher has been in post for around eight years. The senior leadership team (SLT) also comprises a depute headteacher and an acting depute headteacher. Most children attending the school live in Scottish Index of Multiple Deprivation deciles 7-10. The 2022-23 Pupil Equity Fund allocation for this school is £36,750.

### 1.3 Leadership of change

weak

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, values and aims are displayed around the school. These reflect the principles of national guidance including Getting it Right for Every Child and the United Nations Convention of the Rights of the Child. Charters are displayed in each class. Wall displays highlight learning about rights, for example, in older children's focus on racism. The whole school 'How to Bee' and codes of conduct are also displayed in most classes. This range of tools and displays are proving too complex for children, and needs reviewed. Children are not confident to discuss these aspects of school life, and staff do not make reference or use them in their daily learning and teaching. To support improvement, the staff team should take steps to streamline and interconnect these aspects of the school ethos and culture.
- The SLT knows the school community well and understand the range of opportunities and challenges children and families face in their lives. In recent months there have been changes to the leadership team. The headteacher and the two depute headteachers (DHTs) are beginning to work together to lead the school improvement agenda and teams across the school. Led by the headteacher, the SLT now needs to have a sharper focus on key leadership and management priorities. This includes improving the quality of learning, teaching and assessment across the school. They should also ensure that all children experience progression in their learning across all curriculum areas.
- The SLT should take prompt action to review their remits, roles and responsibilities. Currently there is a lack of clarity and consistency in their approaches to leading and managing the school. Approaches to monitoring and evaluating children's experiences and the quality of learning, teaching and assessment are too variable. The headteacher and the whole school team should ensure the work of the school is regularly monitored, evaluated and reviewed. The headteacher needs to ensure agreed plans implemented and are leading to improved outcomes and experiences for learners. The headteacher should ensure the nursery class is included in whole establishment improvement planning and quality assurance. In addition, the headteacher must ensure that school leaders balance their time effectively to ensure quality

time for leading and managing school priorities. There is a need to provide strong strategic leadership and direction, and increase the pace of change. The staff team does not have a shared understanding of the schools strengths and areas for improvement. They would benefit from support to develop approaches to self-evaluation that take account of national guidance and advice, and learn from highly effective practice across Scotland.

- A few staff across the school have embraced leadership roles. This includes the development of approaches to learning and teaching including play pedagogy, and in support for learning teams. This leadership is not supported or challenged effectively by the SLT. Moving forward senior leaders should ensure that staff leaders have a link SLT member to take responsibility for supporting and guiding their work. This should also include evaluating the impact of developments on outcomes for children. A few staff do not feel valued in their work. They would welcome more consistent leadership where actions are followed through.
- Banchory is a large primary school. Teams work in different patterns, and there is a large number of part-time staff. Improved communication is essential to support consistency in all aspects of school life. The SLT should take prompt steps to improve communication within and across the school and with parents. They should develop a strategy to ensure communication is clear and that parents are not overwhelmed with over frequent emails and messages that often need changed or are inaccurate.
- Children have a few opportunities to take on leadership roles and activities across the school. These groups and roles are at an early stage of development and implementation. Children are unclear about how they are contributing to school life. For most children, leadership activities are not yet a regular feature of their life at school and they are eager to be more active in these roles.

## 2.3 Learning, teaching and assessment

weak

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

- Children are polite, well-mannered, and welcoming. They experience positive relationships with each other and staff. Across the school, learning environments are bright, attractive and well-organised. Most children are keen to learn and set about their tasks diligently. However, they are not always motivated by their learning. In too many lessons, children are passive and compliant. In most lessons, learning is directed towards the whole class and the needs of individual children are not well met. In a few classes, learning is delivered through relevant and engaging learning contexts. Where this learning is most effective, tasks are differentiated to ensure children are challenged and supported in their learning. Planning learning at the right level of difficulty for learners is not consistent across the school. Teachers need to provide more opportunities for children to be active participants in their learning. This would help to meet the learning needs and interests of children and reduce the impact of low-level disruption. At early and first level, teachers need to support children to work in pairs and groups more effectively.
- Teachers and children make regular use of digital technologies to enhance learning and teaching. As a result, children often exercise choice and use digital devices well to complete numeracy and literacy tasks or to carry out research. The school is at an early stage of developing quality outdoor learning. Children are keen to have more outdoor learning experiences and staff should make increased use of the grounds and local area to facilitate these opportunities.
- In early years classes, teachers use play-based approaches to learning across the curriculum. The application of these approaches does not support effective learning or progress. Too much time is allocated to low level activities which lack any meaningful purpose. Senior leaders should take prompt action to improve learning and teaching at the early level. Teachers should ensure a better balance of direct teaching and play. Staff need to ensure they have a clear and shared understanding of the pedagogy of play-based learning. To support this further, staff should engage with national guidance, Realising the Ambition: Being Me, to develop the quality of experiences, spaces and interactions. Staff should improve the use of the learning environment to promote children's creativity, curiosity and independence.
- The quality of teaching across the school is not of a consistently high quality. In the most effective lessons, teachers provide clear instructions, share the purpose of learning and help children understand how to be successful. Teachers should continue to work together to develop their shared understanding of expectations for standards of high quality learning and teaching across the school. This should include a focus on the effective use of questioning to enhance learning and support children to extend their thinking.

- A few teachers provide verbal and written feedback that supports children to improve their work. Consistent and timely approaches to giving high-quality feedback needs further development to be understood better at all stages. In a few classes, children and teachers work together to create learning targets. As a result, a majority of older children can talk confidently about their own learning. Staff should continue to ensure all children have a greater understanding of their own individual targets. This will help them to be better informed and able to talk about their progress more regularly. Children are not able to identify and evaluate the skills that they are developing through their learning. They now need to support children to demonstrate and apply their learning across the curriculum in different contexts.
- Teachers use a range of assessment approaches, including standardised assessments and published materials, to measure children's progress within literacy and numeracy. These approaches are outlined in an assessment calendar. Teachers gather samples of children's work throughout the year to help inform their understanding of children's progress, including the use of snapshot jotters. However, assessment is not currently an integral to the planning of learning and teaching. Teachers need to develop promptly their understanding of high-quality assessment.
- Staff are at an early stage of developing their understanding of national standards. They do not yet have reliable assessment evidence to support their professional judgements and understand progress in children's learning. A stronger focus on using the National Benchmarks to understand standards and expectations is now required. This will support teachers to validate the reliability of their professional judgements about children's progress. It will also support them to understand better progression through and achievement of Curriculum for Excellence (CfE) levels.
- Across the school, staff create an annual overview of key learning, which is then planned in more detail on a termly basis. Staff plan collaboratively and use a range of progression pathways to deliver most aspects the curriculum. Senior leaders should review approaches to planning learning to ensure children experience breadth, depth, relevance and progression in learning across all areas of the curriculum. There is a need for children to be more involved in planning their learning with their teachers.
- Senior leaders discuss tracking information with class teachers. These discussions need to focus more clearly on the actions and the outcomes necessary to meet the needs of individual children, identified groups and cohorts. Senior leaders check and monitor the progress and attainment of children across the school in literacy and numeracy. This is not yet leading to improved outcomes for learners at all stages. The school is beginning to track children's wider achievements. Senior leaders and teachers should continue to improve their analysis and use of data to inform planning and monitor children's progress. They need to ensure that all children make improved progress in their learning, including those who would benefit from increased pace and challenge.

## 2.2 Curriculum: Learning pathways

- Senior leaders and staff need to work together to refresh and improve the curriculum. Current approaches to the planning of learning, teaching and assessment do not ensure that children experience progression in learning across all areas of the curriculum. Teachers should make more effective use of the local authority pathways and frameworks to provide children with opportunities that support them to build on prior learning and make progress in their learning. At early level, children are not accessing quality experiences of all areas of the curriculum. Across the school there is a need to ensure all children experience regular high-quality learning in expressive arts and social studies. Children enjoy learning science, led and supported by a specialist teacher. To enhance children's learning further, staff should build on this. They need to plan better links with other aspects of children's learning, particularly across literacy and numeracy.
- The 'Banchory Beacon' provides a visual representation of the school's curriculum rationale. The staff team should now engage with children and parents to consider relevant and up to date contexts for learning as features of their curriculum for all children. The local area offers a rich environment to stimulate and motivate learning across the curriculum indoors and outdoors. Staff should take advantage of this to ensure meaningful learning experiences across the curriculum.

## 2.7 Partnerships: Impact on learners – parental engagement

- Most parents are satisfied with the school and feel that staff know their children as individuals. Almost all parents report their child likes being at school, feels safe and is treated fairly and with respect.
- Staff previously used an electronic learning journal to communicate to parents the learning taking place in class. This method has had to change due to local authority guidance. Staff should work with parents to consider new ways for parents to receive helpful, regular feedback about how their child is learning and developing.
- Parents welcome increasing opportunities to be involved in the work of the school following the relaxation of restrictions of the COVID-19 pandemic. They attended P1 literacy and numeracy workshops, parent cafes and visited their children's classes. Staff work well with parents to gather parental feedback through 'you said, we do' board in the school reception area. This supports a shared understanding of issues, and steps taken to improve practice.
- Almost all parents feel comfortable approaching the school with questions, suggestions or concerns they may have. Staff inform parents about the work of school through a range of communication methods including newsletters, emails, texts and messages on a private social media platform. Parents appreciate being kept up to date with important information. However, they feel the volume of updates they receive across different communication methods can be challenging. The leadership team should work with parents to review communication methods.
- The work of the Parent Council has a positive impact on the wider life of the school. This includes improving the school library and playground. The Parent Teacher Association (PTA) organises a range of school social and fundraising events. This recently included a well-attended Christmas Fayre. The PTA is very well supported by staff and parents alike and parents are eager participants in tasks to support the school.

## 2.1 Safeguarding

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



### 3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- Positive relationships are evident across the school community. The majority of children feel safe in school, listened to and cared for. Most children have at least one person in school to speak to if they have a concern or worry. Children can describe what it means to be safe. They can describe how to keep safe online and explain how staff, such as playground supervisors, help them to be safe at school.
- Children's understanding of the wellbeing indicators and their rights should be strengthened. This will support children to more effectively make connections between the wellbeing indicators, their rights, and their school experience. This would help children to better understand their own progress in wellbeing. Across the school, children complete 'wellbeing webs' four times a year to note areas of wellbeing in which they would benefit from support. Staff use the completed webs to identify any specific gaps in individual children's wellbeing and provide any necessary targeted support. The Support for Learning (SfL) team is supporting children who attend the enhanced provision well to successfully build life skills that support them in integrating with their wider peer group.
- Most children identify well ways that staff help them to be healthy and active. Children across the school have opportunities to be active during the school day. They play well together outside during break times and enjoy football and other active pursuits in the large school grounds. Teaching staff and Active School services provide a range of clubs which children attend at no cost. Children recognise that participating in the range of clubs contributes to their mental health and wellbeing. Children across the school, currently do not receive their entitlement to two-hours of physical education (PE) each week. Senior leaders should review current approaches to ensure all children experience two-hours of quality PE each week.
- The majority of children feel that other children treat them fairly and with respect. Senior leaders should review and refresh the school's positive relationship expectations 'The Banchory bees'. This will support a shared understanding of behaviour expectations for children, staff and parents. Staff should consult with children and parents as part of the review process. A significant number of children and parents feel bullying is not always dealt with well. An important next step is that the school community develops a shared understanding of anti-bullying education.
- The majority of children feel that staff listen to their views and take them into account. The majority of children enjoy leadership opportunities across the school, both in and out with class. They take on the roles of class monitors, eco leaders and pupil council representatives. Children enjoy having opportunities to be included and involved in the life of the school. However, staff need to ensure these opportunities take place more regularly. Children would welcome the opportunity to take more responsibility within these groups, including developing

intended outcomes and actions of the group. In doing so, this would promote children's creativity, problem-solving skills and responsibility. P7 children act as buddies for P1 children. They support younger children well with their learning and play with them in the playground. This is helping children across the school to build positive relationships and feel safe and confident.

- Teachers use a range of health and wellbeing resources and approaches to support children's mental, emotional and social wellbeing. Children are learning how to regulate their emotions in different situations. Staff should now review the totality of the health and wellbeing curriculum to ensure it is relevant, planned for and delivered in a cohesive, progressive manner.
- Children experience a range of learning activities, including assemblies and class work, which provide opportunities for them to explore diversity and multi-faith issues. This is helping them to develop their understanding and appreciation of different religious and cultural events. Staff need to continue to develop children's knowledge about equalities and inclusion through well-planned and progressive opportunities. This will support children to feel able to recognise challenge discrimination and intolerance should it arise.
- Senior leaders monitor children's attendance closely. They are proactive in addressing concerns and contact parents to offer support to help children return to school. Levels of attendance are very good and are in line with national average.
- Senior leaders and staff are knowledgeable about their individual and collective responsibilities regarding child protection and safeguarding. They engage in professional learning regularly which supports their understanding of legislative requirements. As staff continue to develop approaches to wellbeing, equality and inclusion, staff should further develop their knowledge of legislation and guidance. This should include a focus on legislation and guidance pertaining to additional support needs. There is a continuing need to improve outcomes for all learners.
- Senior leaders and staff understand most children's individual needs, including those of the most vulnerable learners. The SfL team supports teachers to plan and implement identified support strategies. Staff develop a child's plan or individualised educational plans for children who require them. Partners, parents and children are fully involved in reviewing children's progress and identifying next steps. The team should work with the SLT to improve the quality of targets within individual education plans. A range of partner agencies and services help meet the needs of children who require additional support. These include educational psychology, intervention and prevention teacher, a therapist and music therapist. These services are supporting children to grow in confidence and engage with learning.

### 3.2 Raising attainment and achievement

satisfactory

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

- Children's attainment in literacy and English and numeracy and mathematics is satisfactory. Children working towards first and second level are making satisfactory progress. A few children are making good progress. Children at early level are making insufficient progress across the curriculum. Across all levels, children have the capacity to make better progress and achieve more. Most children, who require additional support with their learning, are making satisfactory progress from prior levels of learning.

#### Attainment in literacy and English

##### Listening and talking

- Most children are confident, articulate and use a wide vocabulary. They enjoy talking about themselves, their lives and pursuits outside school. Children at early level need support to develop and use quality listening and talking skills in class. Groups of children on track to attain first level can talk about how to be successful in reciting Scots verse. The majority listen well to the teacher, but are less skilled in listening and talking to each other in pairs and groups. Children would benefit from further opportunities to take turns and contribute at an appropriate time. Children working towards second level are confident to express their views and present an argument. Most are eager to contribute to group and class discussions. A few need supported to respect the views of others and learn to interject politely. Across all stages children would benefit from planned opportunities to develop skills in listening and talking. This will support them in their learning across the curriculum and in all aspects of school life.

##### Reading

- Children working towards early level are making insufficient progress in their reading. A few children are beginning to use knowledge of sounds and letters to read words and very simple sentences. Teachers should take prompt action to ensure quality time is dedicated to teaching reading skills. Children on track to attain at first level can read aloud with fluency and expression. They are able to answer literal questions about the text. Children can identify features of fiction and non-fiction texts and can explain features of books. Children are not yet confident in answering evaluative and inferential questions about texts.
- Children working towards second level can interpret texts from a range of sources to locate information. They enjoy using digital search tools in their tasks and recognise which sources are relevant and reliable. Most can talk with confidence about books they have enjoyed and discuss their preferred genre and authors. Children are less confident to discuss the writer's style and use of language.

- Each class is timetabled to visit the school library. To promote reading further children across the school need encouraged to read a wider range of texts and authors. Older children would benefit from more challenge in their reading.

## Writing

- A majority of children at early level are developing their knowledge of lowercase and uppercase letters. A few can form letters legibly when copying from a text. To support the development of writing and drawing skills children need guidance and practice in using a pen or pencil. All children at early level need regular teaching to develop their writing skills. A majority of children at P4 are on track to attain at first level and are developing skills writing for a variety of purposes. They use knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. Most children who are working towards first level write independently, punctuating most sentences accurately. They can, use a capital letter, full stop, question mark or exclamation mark accurately. Children working towards second level are developing skills writing for a range of purposes and audiences. This includes writing a business plan for an enterprise activity, describing characters from a novel and writing clear instructions for a game. Children enjoy writing and would like more time to complete extended pieces. Children would benefit from opportunities to demonstrate and apply their writing skills in unfamiliar settings without teacher support or scaffolding.

## Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is satisfactory. Most children at second level are making good progress from prior levels of learning in numeracy and mathematics. However at early and first level, there is scope for children to make better progress. Children need greater opportunities to develop and practise a range of numeracy mathematics skills regularly across the school year to help them improve their recall and apply their skills and knowledge.

## Number, money and measure

- The majority of children working towards early level can identify and order numbers from 0–20, and a few can identify and order numbers to 30. They can use different strategies to complete addition within 10, with a few children able to demonstrate strategies for addition within 20. The majority of children can recognise o'clock when telling the time on an analogue clock face. The majority of children working towards first level are confident in solving simple problems involving addition, subtraction, multiplication and division. They can demonstrate how to divide objects into equal halves. A few children can calculate the total spend in shopping situations and calculate change. Children working towards second level understand place value well. They are confident in money calculations, including budgeting and cost comparison, and can describe how credit and debit cards are used. Across all levels, children now need further opportunities to apply their skills in a wider range of meaningful contexts across the curriculum.

## Shape, position and movement

- Most children working towards early level can correctly identify two-dimensional shapes and a few can identify three-dimensional objects. Children who are on track to attain first level can identify and describe three-dimensional objects. They can explain the properties of shape and use them to create patterns. A few children know that a right angle is 90 degrees and can identify a right angle in common shapes. Most children who are on track to attain second level can describe the properties of different triangles. They can identify the different types of angles, including acute, obtuse and reflex and describe and calculate complementary and supplementary angles.

## Information handling

- Children working towards first level use simple data to create bar charts. At second level children can calculate the range, mode and the mean and use line graphs to compare data. They can convert data to angles and use this information to create pie charts.

## Attainment over time

- Data demonstrates that most children are making progress over time across literacy and numeracy. Senior leaders track and monitor children's progress across literacy and numeracy. The data gathered is from a range of assessment information which includes standardised class and summative assessments is not robust or reliable. Current data, and an analysis of children's work shows fewer children are on track to attain appropriate levels this school year. With increased pace and challenge in their learning, most children are capable of achieving better progress in their learning across the curriculum. As teachers work together to improve their understanding of national standards and assessment, they will be better able to provide accurate information on trends in attainment over time. Teachers should continue to engage in moderation activities to further develop confidence in their professional judgements.

## Overall quality of learner's achievements

- Staff recognise and celebrate children's wider achievements in a variety of ways, including displays, using a digital application, online profiles and school assemblies. Staff have begun to track these achievements. They now need to ensure that children have opportunities to celebrate and share wider range of successes and that no child misses out. Children throughout the school have opportunities to be part of working groups for the benefit of the school community. Children now need to better understand and develop their leadership skills in a range of real-life contexts. Staff now need to support children to identify the skills they are developing through their achievements and how they could apply these skills across their learning in school and beyond.

## Equity for all learners

- Pupil Equity Funding is used appropriately to provide targeted support for groups and individuals. Focused intervention in literacy has supported identified groups and individual learners to develop confidence, increase engagement and to make good progress in writing. Senior leaders should continue to monitor the impact of initiatives on outcomes for children to ensure that the school continues to make appropriate progress towards closing the poverty related attainment gap.
- Staff understand the impact of the COVID-19 pandemic and the rising cost of living on their families. They make sensitive arrangements for children to access additional food and school uniform should they require it. Staff signpost parents to local services as appropriate. Senior leaders and staff also fund and subsidise different trips ensure no child is at risk of missing out. This ensures equity of experience for all children.

### **Enhanced Provision**

As an enhanced provision school, Banchory Primary School has clearly identified spaces for children who have additional support needs. Children learn in the Life Skills and Nurture rooms as well as regularly accessing their mainstream classes. There are eight pupils currently supported in this way on a daily basis.

#### **1.3 Leadership of Change**

All staff in the enhanced provision work hard to meet each child's needs. Parents are fully involved in decisions regarding any changes to their individual child's plan. Staff have a good understanding of the significant challenges each child faces. They reflect on their practice and embrace change when appropriate. Staff in the enhanced provision undertake regular relevant professional learning, when available. Individually teachers can identify what they think is working well in the enhanced provision, and the areas they feel need to be improved. There is a need for senior leaders to take greater managerial oversight of the enhanced provision. Accountability for the significant responsibilities in managing the enhanced provision needs to be given more importance. The enhanced provision needs to be led more effectively to ensure all staff across the whole school have a clear understanding in their responsibilities towards planning for children in the enhanced provision.

#### **2.3 Learning Teaching and Assessment**

Staff show high levels of care and compassion towards children in the enhanced provision. Teachers plan experiences which build on children's abilities and engage them in their learning. They use praise regularly to recognise children's achievements. Teachers take on board professional advice and guidance to support them in planning children's learning experiences. They use a range of resources and learning environments to enrich children's learning experiences. This includes visits to a sensory room in a local primary school and sites in the local community. Teachers support a few children to use augmentative and alternative aids to communicate their choices. All children's needs are assessed through a multi-agency process prior to starting at the enhanced provision. As they move through the school staff undertake assessment of children's needs through ongoing observations. A minority of children learn alongside their peers in mainstream classes for most of their week. Teachers need to ensure these opportunities lead to children making good progress in their learning.

#### **3.1 Ensuring wellbeing, equality and inclusion**

All staff understand the importance of children's wellbeing. There is a clear focus in the enhanced provision on ensuring each child feels safe, happy and secure. Staff model behaviour, which supports children to feel valued and cared for. Children know they can express their opinions and choices and that staff will respond to these supportively. All children's needs are captured well within either an individual educational programme (IEP) or child's plan. These support staff to have a good understanding of each child. Planning for individual children's progress and associated targets is captured in their IEP. Current IEPs and other documents capturing children's progress are overly bureaucratic and do not support teachers well enough to plan for children's experiences. IEPs need to be more manageable. They need to provide more meaningful targets to support teachers better to track and monitor children's progress. Where necessary risks associated with children's needs are assessed and mitigated against in risk assessments. Staff need to ensure individual pupil risk assessments take full account of the most current risks.

### 3.2 Raising Attainment and Achievement

Almost all children are making appropriate progress in their learning. A few children can express choice through responding to stimuli. A few children are developing their social skills and are able to cope in unfamiliar settings. A few children can identify and name two-dimensional shapes. Most children's progress within the enhanced provision is measured through their achievements against their targets in IEPs. SLT need to support teachers further to develop their use of the pre-early level milestones and early level experiences and outcomes and benchmarks. This will support them to identify better how well children are progressing in their 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.