

Summarised inspection findings

Crown Primary School and Nursery Class

The Highland Council

14 January 2020

Key contextual information

Crown Primary School and nursery class are situated near the centre of Inverness. At the time of inspection, the school roll was 335, organised into 11 classes, with 30 children in the nursery. The headteacher has been in post for three years.

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

- The school's vision, values and aims have been developed over time in consultation with children and staff and shared with parents. This results in most of the school community having a shared understanding of what the school is trying to achieve. The vision and values underpin the work of the school and are evident in the school's approach to identifying and implementing improvement priorities. The school's focus on skills, perseverance, equality, empowerment, achievement and community (SPEEAC) reflect the school's commitment to promoting children's rights and a culture of respect. Most interactions between children and with children and adults embody these values. Most children talk about the need to 'SPEEAC up' and relate the school's values to wellbeing and their own actions in day-to-day situations. Staff should continue to work on striving for these values to be understood and embodied by the whole school community.
- Staff are proud of the school's place in the local community. They work well with an increasing range of partners to support the school's vision and deliver improvement priorities. As part of a planned review of the curriculum, teachers now need to make better use of the local community to provide contexts for children's learning that are relevant and meaningful. School improvement priorities take account of national policy as well as being informed by the school's self-evaluation processes. Senior leaders should engage parents, partners and the community fully at the outset of the development of any initiatives as well as in consultation towards the end. Engagement with these groups at the planning stages will provide more clarity, as well as a greater sense of 'ownership', around the rationale for change amongst all stakeholders.
- Staff and school leaders know the socio economic context of their school and the individual circumstances of children and families well. The headteacher is ambitious for the children of Crown Primary. With staff, she has implemented a number of initiatives designed to equip children with the skills and attributes they need to succeed in the future. She has developed a collaborative culture across the staff team, promoting leadership at all levels. Teachers and support staff are encouraged and empowered to embrace leadership. All staff feel well supported by members of the senior leadership team. There is an increasing sense of collective responsibility to improve outcomes for all children. The headteacher has provided time within the collegiate calendar for professional dialogue for staff to plan together, share practice and support professional learning. This is beginning to have a positive impact on improving learning, teaching and assessment. Now that a collaborative approach amongst staff is becoming embedded, the school needs to adopt a brisker pace of change. Senior leaders

now need to increase the rigour in quality assurance and the evaluation of new initiatives. In doing so, they will gain a more accurate picture of how well understood and effective new initiatives and processes are across the school and wider community. Further work is also needed to ensure that these all have an impact on children's progress and learning.

- All staff engage in self-evaluation activity to monitor the effectiveness of developments and measure the impact of change. For example, data collated by staff indicates that children are making improved progress in numeracy, since the introduction of the Highland Numeracy Progression pathways and the use of 'number talks'. Well-judged use of Pupil Equity Funding (PEF) is supporting targeted interventions for children who need to become more confident and resilient in their learning. Children are increasingly involved in evaluating initiatives and the wider work of the school. The school has planned engagement with 'How Good Is OUR School?' (2018) to help strengthen further pupil voice in order to support improvement-planning, self-evaluation and offer children additional leadership opportunities.
- Class teachers track and monitor literacy and numeracy and have regular and helpful tracking meetings with the headteacher to ensure individual children make appropriate progress. These professional discussions identify children who may require additional support and appropriate interventions are planned. Staff monitor closely these interventions to ensure children's outcomes and progress improve. However, with staff, the headteacher needs to ensure that the focus on equity and excellence results in appropriate challenge for all children to enable them to achieve and attain to their full potential. Staff should now track and monitor more rigorously groups and cohorts of children. This will help identify trends in attainment over time for groups across the school, better informing future interventions and improvement priorities.
- Moving forward, senior leaders recognise the need to focus on planning to ensure that children progress well across all curricular areas. The headteacher shared plans to review arrangements across early level to ensure the curriculum and improved pedagogy support children to make the greatest progress possible. An increase in planned, purposeful play at the early stages has potential to support smoother transitions for children and better meet their needs, as they move from nursery into P1.

2.3 Learning, teaching and assessment

good

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

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

- Crown Primary School is a welcoming environment. Children are very well behaved and most respect their peers and all staff in school. Almost all children are motivated to learn and arrive in school well equipped to develop further their skills and knowledge. Led by the headteacher, there is a strong emphasis on children's rights and positive relationships. In most classes, this is modelled well by teachers and is embedded in daily practice. For example, older children refer to articles of the United Nations Convention of the Rights of the Child as a feature of their learning in religious and moral education. However, a few staff do not consistently model these values in their interactions with children, in class and outdoors.
- The majority of children benefit from differentiated learning and teaching across literacy and numeracy. However, this is not yet consistent across all classes. In most lessons, children are supported well by both teaching and support staff. At most stages, they can talk about their learning targets for literacy, numeracy and health and wellbeing and record their progress in their profile jotters. Across the school, children demonstrate considerable capacity for achievement and success, and now need increased depth and challenge in their work across the curriculum. Staff need to have higher expectations for all children.
- Most children understand the purpose of their daily tasks. A few older children can articulate well how their numeracy and literacy skills help them in real life situations. However, children are not yet confident to talk about skills for learning, life and work. In a few classes, children lead their own learning, and contribute to leading learning in class. This is not yet consistent across the school. In all classes, teachers use interactive screens regularly to support learning and teaching, including planned experiences for children to develop skills using games. Children have increasing opportunities to develop their skills in using digital technologies, including using notebooks which they take home. Older children enjoy choosing when to use notebooks in class to support their writing and research. All children now need to improve the breadth of their digital experience in order to ensure progression and challenge in this aspect of their learning.
- Overall, the quality of teaching is not yet consistently high across the school. In most classes, teachers' explanations and instructions are clear. In the most effective lessons, teachers use skilled questioning to promote reflection and curiosity, and to check children's understanding. In these lessons, children work well in groups and pairs and participate in activities with confidence and enthusiasm. However, in too many lessons, children are diligent, passive learners. More children need to be actively engaged in their learning, with increased opportunities for creativity, personalisation and choice across all curriculum areas. As the school continues to improve the quality and consistency of learning and teaching, pedagogy and the use of the learning environment across early and first level should be reviewed. Staff should ensure there are opportunities for children to learn through planned, purposeful play.

- In the majority of lessons, staff observe children’s participation and intervene appropriately to support learning. In the best practice, teachers use praise effectively and provide feedback to help children improve their work and inform next steps. The quality of teachers’ written feedback to children is not consistently helpful in every class. Effective practice needs to be shared across the school.
- Teachers, particularly in the middle and upper stages, work well together to plan learning, teaching and assessment. In the best practice, assessment is integral to teachers’ planning of learning and teaching. The majority of teachers identify clear key assessment tasks at the outset of a teaching block to offer children appropriate experiences to apply their learning in meaningful contexts. Teachers should continue to develop a shared understanding of high quality assessment and ensure consistency in implementing assessment approaches. This will improve further the validity and reliability of assessment data. Teachers are developing their confidence in using National Benchmarks to support their professional judgement. They need to continue to engage in moderation activity with schools beyond the local area, in order to improve further their shared understanding of national standards and expectations.
- Approaches to short and medium-term planning help ensure children experience a range of learning. Teachers use termly overviews to help make meaningful links across curriculum areas. School leaders recognise that an annual overview plan, which includes all curricular areas, would support staff in maintaining the pace of learning and help ensure that children experience a broader range of learning in order to make appropriate progress across all curriculum areas.
- Teachers have regular, planned opportunities to discuss with school leaders, individual children’s progress, including those who face barriers and challenges. They use information and data effectively to plan next steps for most children. They now need to ensure that approaches to planning and assessment are used to support all children’s learning, including those requiring additional challenge, across all areas of the curriculum. In doing so, staff need to streamline tracking processes, to ensure they remain manageable, avoiding unnecessary bureaucracy.

2.2 Curriculum: Learning pathways

- Children from across the school have made a video illustrating their 'Motivated School' curriculum rationale. They have done this to help their peers and the local community understand what the school is trying to achieve through the curriculum. There is a strong emphasis on children's rights, wellbeing and valuing individuals and their achievements. Children are developing an understanding of themselves as global citizens, by exploring current key issues such as climate and the environment. There is a need to ensure children have an equally sound knowledge of their local context. As the school continues to develop its curriculum, all stakeholders should work together to ensure it better reflects the unique setting of Crown Primary within its community.
- The staff team make good use of well-established Highland Council pathways for literacy and numeracy to plan progression in learning at all stages. This supports continuity in children's learning as they move through the school. Teachers provide their colleagues with helpful, annual transition information which also supports progression in children's learning.
- Teachers work in partnership with their associated secondary school to ensure children access two hours of quality physical education (PE) each week. The visiting PE teachers use the local Associated Schools Group learning pathways to ensure children experience and develop a range of PE skills over the school year through activities, including football and shinty.
- There are gaps in children's experiences and progress in some curriculum areas. Staff recognise the need to improve progressive learning pathways across all curriculum areas. They should continue to work together to ensure children access a relevant and progressive broad general education. As yet, children do not experience regular or progressive learning in music and art and design. Staff should continue with plans to develop up-to-date progression pathways for health and wellbeing and expressive arts. There is also a need to develop clearer learning pathways for technologies and digital skills.
- Across all stages, teachers plan termly interdisciplinary learning (IDL) contexts. For example, children in the upper stages enjoy learning about sustainability and climate change in their 'NO PLANET B' theme. Staff take steps to link learning across curricular areas. They also make meaningful connections with children's rights. In the best practice, children are offered a broad experience across the school year. Staff now need to plan discrete subject-based learning for relevant curriculum areas, and to avoid planning all learning within IDL contexts. This will better support high-quality learning experiences and the development of skills within each area of the curriculum more effectively, in addition to providing opportunities to make links and apply learning across curricular areas.
- The school leadership team is keen to improve the curriculum at Crown Primary School. They understand the need to ensure relevance, progression, depth and challenge across all curriculum areas. They now plan to review learning contexts across the school to ensure children develop knowledge and skills relevant to their lives as global citizens in Highland Scotland.
- Staff work well as a team to plan learning and activities for children. They are well placed to work collegiately to offer experiences that focus more on the local area. In doing so, they will increase opportunities for children to develop skills for learning, life and work in real and meaningful contexts.
- The school has well established partnerships with a range of stakeholders who support learning across all stages. This includes the local football team and charity organisations. The

rich learning opportunities provided by these partnerships should continue to be embedded as entitlements for all within the school's learning pathways.

- Staff are at the early stages of developing approaches to outdoor learning. They now need to develop this further in order to ensure that children experience more learning and skills development outdoors.

2.7 Partnerships: Impact on learners – parental engagement

- Relationships between school and parents are positive. Parents value the school blog, where information is shared with them at school and class level. Parents with no access to the digital blog receive helpful information in paper form. A few parents would welcome opportunities to meet individually with their child's class teacher at an early stage of each new academic year.
- The headteacher holds well-received informal 'coffee and chat' sessions periodically throughout the school year. The school has recently reviewed the values and curriculum rationale and these have been shared with parents. Most parents use this information to support their child's understanding of the values and consider how these are reflected at home. A few parents expressed the need for greater clarity around these and their impact within the school. Parents are informed of improvement priorities through Parent Council meetings and the school blog. Senior leaders need to involve parents more fully in self-evaluation and school improvement planning.
- Parents welcome the opportunity to view their child's progress through learning profiles and are encouraged to give feedback. Staff should now agree, as part of a whole school approach, how children select pieces of work for their profiles, so that these best reflect children's progress and interests. The school has recently introduced a second set of parent meetings in response to feedback and suggestions from parents. This provides an additional opportunity for parents to discuss their child's learning and progress with the class teacher. Parents value the information they receive which enables them to engage in conversations with their child at home, in order to support learning further.
- Parental expertise is sought to enrich the curriculum. Class teachers invite parents to share their skills and knowledge by requesting parental assistance when sharing the planned learning for the term ahead. Parents also contribute to events such as the school's science, technology, engineering, art and mathematics (STEAM) week. This helps children to make relevant links between their learning and skills for life and work. Class trips and out-of-school activities are well supported by parents.

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, one of which needs to be addressed as a matter of urgency.

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

- Relationships across the school are positive. There is a strong sense of community in the school and children feel that all staff are approachable. In almost all interactions, staff treat children with high levels of respect and courtesy. As a result, children say they feel cared for and that they can talk to adults in the school whom they trust, about issues or concerns which are affecting them. The school has recently developed a positive relationships policy to ensure a consistent approach to responding to minor conflicts between children in a restorative manner and to promote kind and respectful behaviours. This is having a positive impact on supporting children to resolve disagreements in the school playground.
- Children know the wellbeing indicators well and can describe what these mean for them and how each contributes to their own wellbeing. The language of the wellbeing indicators is highly visible across the school, featuring on wall displays and in school assemblies. A few children can describe how the wellbeing indicators link to their rights, as described in the United Nations Charter on the Rights of the Child. The wellbeing indicators are used well as a self-assessment tool for a few identified children to review how well they feel they are progressing in their wellbeing. The school should continue with their plans to develop the use, and language of, the wellbeing indicators with all children. This will help to develop further their understanding of what actions they can undertake to improve their own wellbeing.
- Children requiring additional support are identified, and supported effectively in school. The school deploys a range of interventions, led by the additional support for learning staff. These are supporting identified children to make significant improvements in their literacy and numeracy skills.
- Staff undertake relevant professional learning to ensure they are up to date with current national priorities and legislation. This ensures children's needs are met well and that documentation fulfils the school's statutory duties.
- The school works well with a range of partners to support children's wellbeing. Almost all children are developing their understanding of issues such as online safety and sexual health and relationships. Children requiring additional support access the support they need, when they need it, through planned interventions. As a result, they are making good progress in their learning.
- The school's approach to inclusion ensures almost all children are very well included in the life of the school. Children celebrate differences in language, ethnicity, gender and family background in classes, assemblies and at school events. They view opportunities to learn about each other's cultures and faiths as a benefit of being a pupil at the school. Children are confident they can challenge stereotyping and discrimination, if they encounter it.

- The school has used the PEF effectively to provide professional learning and additional resources to support the implementation of nurturing approaches. Regular emotional check-ins are offered to children who have been identified as benefitting from this approach. This is increasingly being used with all children. Older children are developing their confidence, resilience and interpersonal skills by attending wellbeing workshops and residential outings, provided through the PEF. This is beginning to have a positive impact on their confidence, ability to persevere in their learning and willingness to challenge themselves. Senior leaders should continue to review the impact this has on children's overall wellbeing, progress and attainment.
- Teachers provide meaningful opportunities for children to develop their awareness of themselves, their values and how these compare to those of others. Children are developing their understanding of health and wellbeing, including how a positive mindset contributes to their overall health. Staff should consider how they can develop further the school's curriculum so that children can learn about issues in relation to equality and diversity in a more progressive way.

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

Overall attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is good. The school's attainment data for 2019 indicates that most children in P1 and P7 achieved appropriate levels in all areas of literacy and in numeracy and mathematics. Almost all children in P4 achieved first level in listening and talking. Most children in P4 achieved first level in reading, writing and numeracy and mathematics. As teachers' confidence in making professional judgements grows, the school's data is increasingly accurate.

Literacy

- Overall, most children are making good progress in literacy and English.

Listening and talking

- Across the school, most children listen well to instructions and respond appropriately. At early level, most children demonstrate their understanding of instructions in their engagement in tasks. At first level, most children make good use of eye contact and body language when listening and talking in groups. Most children at second level communicate clearly and confidently, using a wide variety of vocabulary, appropriate to the audience. Across the school, a few children need to improve turn taking when talking in groups, to avoid talking over their peers.

Reading

- Most children across the school speak with enthusiasm about reading and often bring books from home to read in school. At early level, most use knowledge of sounds and letters to read unfamiliar words and can read aloud familiar texts. They talk about the characters in stories. At first level, children can discuss confidently their favourite authors and books. They use texts well to find answers to literal questions and predict what might happen next. At second level, most children understand and can use a range of reading strategies, such as skimming, scanning and summarising. They recognise and can discuss aspects of figurative language such as metaphors, similes and imagery. Children's skills in answering inferential and evaluative questions based on the texts read now need to be developed further.

Writing

- At early level, most children attempt to spell unfamiliar words using their knowledge of sounds and letters. They can use a capital letter and full stop in at least one sentence. At first level, most children can spell familiar vocabulary using their knowledge of spelling strategies. They write for different purposes. Children need to develop their skills in a greater variety of writing forms. For example, they would benefit from writing a wider range of poetry and media reports. At second level, most children use their writing skills well to present a persuasive argument, using supporting details to convey their point of view. They are confident in developing a plan for their text and produce extended pieces of writing, often using digital tools to record, develop

and edit their work. Across first and second levels, children need to develop their note taking skills further.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good.

Number, money and measure

- At early level, most children can recognise the number of objects in a group without counting them individually. They can identify missing numbers in a sequence within 20. They are less confident in naming the days of the week in sequence and reading time from an analogue clock. At first level, most children can partition three-digit numbers and identify the value of each number. They are confident in telling the time using analogue and digital clocks. At second level, children can explain strategies used to carry out a variety of calculations. They have a good understanding of the relationship between fractions, decimals and percentages and can relate this to real-life contexts. They know the advantages and risks of using bank cards and digital banking. Across the school, children need to develop further their skills in measurement.

Shape, position and movement

- At early level, almost all children can recognise and describe some basic properties of common two-dimensional shapes and three-dimensional objects. At first level, most children can recognise an increasing range of three-dimensional objects within the environment, and can describe them using mathematical language. At second level, most children are confident in discussing and classifying a range of angles and can calculate missing angles in complementary and supplementary angles. Children need to develop their skills in using digital technologies to draw two-dimensional shapes and create representations of three-dimensional objects.

Information handling

- Most children at early and first level, can gather, organise and present information using tally marks, simple block graphs and pictorial representations. They can interpret information on displays and draw simple conclusions. At second level, most children can interpret and display data in a variety of ways including bar graphs and line graphs, choosing a suitable scale. They can organise and display data from surveys to share information with others. They are less confident in discussing factors which might affect the reliability of data.

Attainment over time

- The school has continued to maintain and improve children's attainment over the last three years. Senior leaders track overall attainment and trends over time effectively. All children, including those with additional support needs, make good progress year-on-year, from prior levels of learning. Data presented by the school indicates that most children continue to achieve appropriate Curriculum for Excellence levels in listening and talking. There is an increase in attainment over time in reading, writing and numeracy, with most children now achieving expected national standards in these areas. Children's progress and achievement in health and wellbeing has improved significantly over the last two years.
- The senior leadership team should continue to develop their approaches to analysing and recording the range of assessment data across all curricular areas, to provide a comprehensive picture of progress over time for all children which is accurate and reliable.

Overall quality of learners' achievements

- Children across the school benefit from a variety of opportunities which help them to develop citizenship and a range of other skills. After-school and lunchtime clubs are led by staff,

parents, volunteers and children. Children are proud of their successes and can identify the benefits of attending these clubs, including the promotion of health and wellbeing, building confidence, being resilient and developing new friendships. Children speak positively about gaining the United Nations Rights Respecting Schools Gold Award, recognising the effective contributions they make to both their school and local community through their work. Children develop leadership skills by taking on the responsibility of being buddies for new children in P1, leading clubs and presenting at assemblies. The headteacher has identified the need to track children's achievement and skills, in order to develop a holistic picture of all children's successes and to identify children at risk of missing out. This should include recognition of skills and achievements that children gain outside school.

Equity for all learners

- Staff know children and their families well. The school actively promotes equity of success and achievement for all children through their vision, values and aims. Children who face barriers to learning are supported well to make good progress. Most children develop a clear understanding of equity and the need to challenge discrimination through helpful assemblies and class discussions. Clubs are open and accessible to all children and as a result, all children have opportunities to develop their skills and succeed. For example, the running, gymnastic and dance clubs have well established pathways that allow children to participate and achieve at different levels. Senior leaders monitor the attainment of individual children to support continued progress for all. They recognise the need to use the information gathered to monitor attainment for different groups of children, for example, those for whom English is an additional language. This will help to identify the impact that planned interventions are having on the attainment of groups of children and how their progress compares to the progress of others. The PEF has been used to support the development of children's literacy and numeracy skills. All children receiving this additional support have made good progress from prior levels of learning in literacy and numeracy. There are early signs of improvement in identified children's readiness and motivation to learn as a result of work on developing their emotional wellbeing and resilience. Staff have identified correctly the need to develop a more reliable way of ensuring all interventions improve children's attainment.

Choice of QI: 3.3 Creativity and employability

- Creativity Skills
- Digital innovation
- Digital literacy
- Increasing employability skills

- The school's curriculum rationale, 'The Motivated School', places an important emphasis on developing creativity, digital literacy and skills for learning, life and work. This is helping children to develop an increased knowledge of the world of work and to identify relevant skills related to employability. Staff attendance at training sessions on developing creativity as part of planned learning has resulted in a range of exciting learning episodes which children talk enthusiastically about. There is a need to ensure that these opportunities are strategically planned and sustainable to ensure the progressive development of children's skills, rather than presented as a series of 'one-off' events.
- In the best examples, children are encouraged to 'have a go', persevere and take risks in their learning. This is supported by the ongoing work to build children's confidence and resilience as learners. They have opportunities for personalisation and choice and can talk about their ideas and decisions. Experiences such as the science, technology, engineering and mathematics (STEM) showcase develop children's confidence well and provide opportunities for a range of skills to be transferred to a real-life context. This practice is not yet fully embedded across the school and staff have different levels of confidence in this area. To support teachers in taking this forward, senior leaders model STEM lessons across the school and representatives from the Associated Schools Group plan a range of helpful workshops designed to enhance learning and teaching in STEM subjects.
- A range of partnerships support the school to develop children's knowledge and understanding of the world of work. Partners contribute to the curriculum and explore with children the skills required for the work they do. For example, children visiting a building site develop an understanding of how to stay safe in that environment. Care is taken to ensure that children understand there is a range of different pathways which may lead them into future careers. Senior leaders have identified the need to develop a progressive skills framework to support teachers' planning for learning and to help children articulate the skills they are developing. This should include enabling children to relate these skills to employability by embedding the Career Education Standard within the framework.
- The school is beginning to develop the use of digital technologies in innovative ways. The use of digital notebooks is being piloted in senior classes and there is promising practice evolving as children gain confidence and skill in using these devices in their learning. A good example is the use of these notebooks by children in P6 to collaborate 'live' on pieces of work with children in another school. Staff have engaged in training in coding and are beginning to develop this with children. A clear digital skills progression would support the development of digital literacy across the school and support learners to make more effective use of the resources available.
- The school's inclusive ethos and commitment to children's rights provide the ideal conditions for children to exercise choice, voice their opinions and take a lead in their learning. Children embrace leadership opportunities within the school. This could be developed further, for example, by having pupils take the role of chair, vice chair and secretary of groups such as the pupil council with staff as facilitators.

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.