Summarised inspection findings

Lainshaw Primary School and Early Childhood Centre

East Ayrshire Council

25 February 2020

Key contextual information

Lainshaw Primary School is a non-denominational school which serves the town of Stewarton in East Ayrshire. The headteacher has been in post for almost a year. He is assisted by two full-time depute headteachers (DHTs), two part-time principal teachers (PTs) and one acting PT. There has been a number of new appointments to leadership roles in the past year. At the time of inspection the roll of the school was 384. The school has mainly double stream classes.

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

■ At Lainshaw Primary School, there is a clear, shared understanding of the current vision for the school. Senior leaders, in collaboration with stakeholders, recently renewed the school's values and reviewed the positive relationships policy. The renewed values are used effectively as the focus of weekly assemblies that celebrate aspects of children's work ethic, engagement and their achievements. As a result, almost all children know the values of the school and reflect them in their actions. The everyday work and interactions between staff and children, and between children, show a clear understanding and commitment to children's rights. This reflects the whole school community commitment to providing meaningful opportunities for children. Across the school, children learn, develop and thrive in a positive environment. Moving forward, senior leaders and staff should continue, as planned, to review the school's vision in line with the refreshed values. This should be at a time and pace appropriate to the school's ongoing improvement journey.

■ All staff have a clear understanding of the social, economic and cultural context of the local community. They are aware of strategies that are working well and where improvement is needed to support all children's learning. They are aware of the importance of recognising and closing identified attainment gaps and are working well to address any gaps linked to equity and equality. All staff are becoming more confident in analysing a range of data to inform the most appropriate next steps to support all children in their learning.

■ Almost all staff demonstrate clear commitment to change and improvement through their focused drive to improve outcomes for children. They work very well collegiately in taking forward priorities for improvement. A more cohesive approach to tracking and monitoring children's progress is supporting this. It includes an improved balance of assessments as a regular check on focused aspects of children's progress. There is scope for teachers to work more closely with support staff to ensure all children make very good progress. Staff are creating more opportunities to work and plan together more effectively as a team. Senior leaders should ensure that there are increased opportunities for staff to lead priorities for whole school improvement. These should be an integral part of their ongoing professional review processes.

- There has been a number of recent changes to leadership appointments and approaches to improvement in the past year. These changes and improvements are driving forward the work of the school effectively and are key, important strengths at Lainshaw Primary School. Commendably in his short period in post, the recently appointed headteacher has demonstrated very strong, focused leadership across the school community. He is gaining the respect of the local community and has gained the trust and respect of children, parents, staff and partners. Ably assisted by his senior and extended leadership teams, the headteacher is managing the pace of change and improvement very well. He has a strong commitment, drive and a clear vision to leading and managing change, which is beginning to have a positive impact on outcomes for children and staff. He has very high expectations of himself as a lead learner, and of all staff and children. There is scope to increase opportunities for children to be more involved in the school improvement planning process. They should have further meaningful opportunities to shape what and how they learn. As planned, senior leaders should continue to create opportunities for staff to work with colleagues across the local authority and more widely.

- Almost all staff contribute to leading aspects of improvement across the school. There is planned, effective professional review and development process within the school. Commendably, a few staff have engaged in professional development at undergraduate level across the early childhood centre within the school community. Staff are beginning to reflect on their practice more systematically and a few are engaging in peer evaluations. Senior leaders have correctly identified the need for all staff to be more fully involved in peer observations to continue to improve the consistency of quality of teaching across the whole school. There are very supportive relationships across the school. Staff at all levels are becoming more confident to lead and contribute to change in a way that capitalises on their strengths, interests and improvement priorities for the school. A number of recent improvements across the school are at the stage of being embedded and reviewed. As such, it is too early to see the full benefit of the impact that these will have. As planned, senior leaders should continue to monitor the ongoing progress of improvements against the intended outcomes.

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

■ The school's recently refreshed values of respect, kindness and honesty, reflect very well the strong positive and nurturing ethos across this school community. The high expectations of staff and nurturing and caring relationships between staff and children underpin the mutual respect and commitment to promoting positive relationships across the school. Children are empathetic to one another. Routinely and unprompted, they are keen to help and support each other.

■ Ongoing work led by staff to build children's resilience and foster positive attitudes to learning is leading to positive outcomes and improved engagement and enjoyment in learning. There is a variety of meaningful opportunities for children to demonstrate their abilities across the four Curriculum for Excellence (CfE) capacities. Commendably, there are also enriching opportunities for children to build their skills throughout the wider school community. For example, children are involved in and lead aspects of pupil committees, the pupil council and developing approaches to promoting children's rights across the school community. In almost all classes, targets to outline learning are displayed and discussed. A next step is to improve the process of developing individual children's targets across the curricular areas. This will help provide parents with more frequent snapshots of their child's progress at regular intervals, allowing greater potential for learning to be extended through home learning activities.

■ Overall, the improving quality of teaching across the school is leading to increasingly improved outcomes for children. In almost all classes, children are motivated and are active participants in their learning. In the most engaging learning experiences, children are fully involved and interact well during lessons. In these lessons, they also enjoy varied opportunities to collaborate and extend their learning. Currently, through the pupil council, staff and children have made positive steps to identifying the features of what makes an effective and successful learner and high quality learning experiences.

■ In almost all lessons, teacher explanations and instructions are clear. Teachers plan lessons that match the needs and capture the interests of most children well. More effective differentiation of tasks and activities is required to ensure all children are appropriately challenged, engaged and supported in their learning. Most lessons provide a good balance of independent, teacher-directed and collaborative learning. Senior leaders are aware that children need to take greater responsibility to lead aspects of their learning and have increased choice in what and how they learn.

■ In the majority of lessons, learning is supported by effective use of digital technologies including interactive boards, tablets and laptops to enrich and deepen learning. There would be benefit in the school identifying opportunities for pupil leaders to lead and promote the use of digital technologies across both the school and early childhood centre. The school is well

placed to make wider use of a range of applications and devices across all classes to enhance learning and teaching.

- All teachers engage in regular, well-planned moderation activities within the school and across the cluster learning community. Within the school, staff are also making very good use of the support of a quality assurance and moderation support officer (QAMSO). This is beginning to improve teachers' judgement of progress within and achievement of a CfE level within literacy and numeracy. Teachers should now continue to develop robustness with their judgements across the other curriculum areas.

- Senior leaders and teachers conduct detailed tracking and monitoring meetings aligned to the school's three key reporting periods each session. These meetings helpfully address the progress and needs of every child in the school. At this point in the school's improvement journey, there is headroom to build in more regular meetings to track and monitor children's progress, as well as review aspects of their learning and pastoral needs. This will help to identify concerns and successes to teachers and support staff at an earlier stage, as well as to children and their parents.

- Almost all teachers now use a range of assessment is for learning strategies to engage and motivate children in everyday classroom activities. This helps teachers to assess children's overall progress and levels of engagement in their learning. There would be benefit in staff sharing aspects of effective practice. Importantly, staff should continue to monitor the impact that professional learning is having on quality of learning experiences and outcomes for children.

- Improving approaches to tracking and monitoring allow teachers to identify quickly the progress and learning needs of individuals and cohorts of children. This includes children who face potential barriers to their learning and those with protected characteristics. There is scope for senior leaders and staff to use qualitative and quantitative assessment data to track the value that they are adding to children's progress as they move through the stages. Senior leaders should continue as planned to work with teachers to develop their use of tracking and monitoring systems to allow them to extract key information around children's needs and progress in a more targeted way.

2.2 Curriculum: Learning pathways

■ Teachers use the local authority's skills progression planners in literacy, numeracy and health and wellbeing. This helps to ensure coverage of experiences and outcomes, across all levels. Teachers have identified correctly that their next step is to focus on providing depth of learning and ensuring that children have opportunities to apply their skills and knowledge in a range of contexts. The senior leadership team should continue with plans to develop a curriculum rationale, once the school community has agreed a new vision and aims.

■ Upon taking up post, the headteacher identified quickly the need to put in place a wider range of assessment tools to gather more robust data on children's progress and attainment. This improved range of assessment is now embedding and senior leaders are keeping this under regular review. Teachers are beginning to use this data well to balance and inform their professional judgement of achievement of a CfE level. The school now has in place improved systems to track and monitor more successfully children's progress within and by the end of a level. Senior leaders know that ongoing work needs to continue to build teachers' confidence and skills in using data to inform improvement.

■ Staff at all stages have introduced active approaches to learning and teaching in literacy and numeracy. Staff have engaged in professional learning which supports their understanding and promotes consistency.

■ Senior leaders should take steps to ensure that all children receive their entitlement to two hours of quality physical education every week. At present, children's experiences in this area are inconsistent. Children's modern language entitlement to 1+2 language learning needs to be developed. This is not yet aligned to national guidance.

■ Staff should develop a planned, progressive programme for outdoor learning, maximising the use of their local environment.

■ Recent whole school interdisciplinary learning on 'World of Work' was well received and supported children's understanding of skills for learning, life and work. Teachers should now develop planned and progressive opportunities for learners at all stages to engage with the Career Education Standard (3-18) and embed this within the curriculum.

■ A recent P4-P7 production of 'Joseph and his Technicolour Dreamcoat' provided a rich context for children to develop skills in literacy, numeracy, expressive arts and technology. Learners also benefitted from opportunities to work as a team and take on leadership roles. They are proud of their individual and collective achievement.

2.7 Partnerships: Impact on learners – parental engagement

■ Parents feel welcome in the school and value the open door approach encouraged by the headteacher. He has identified the need to improve further communications with parents. Parents are beginning to appreciate a useful digital communication application as a means for the school to communicate with them about important events in children's learning. The school should continue to develop more creative ways to communicate with parents.

■ Over the years, a small committed group of parents have been involved in the Parent Council. Renewed interest in the impact parents have on the direction of the school has resulted in more parents joining this group. The parent forum group contributed to the school's recently revised values of honesty, respect, and kindness. The headteacher plans to build on this positive start in reviewing with parents the school's vision and curriculum rationale. Parents contribute to school evaluation and improvement planning and welcome the school's plans to engage with them more systematically. A parents' fundraising group is making a valuable contribution by providing additional resources and experiences to support learning.

■ Large numbers of parents support school events. Parents enjoy attending the school's nativity play and a recent musical performance. They attend open events at which they learn about the progress children are making. A few parents volunteer to support the work of the school as classroom helpers or in running the football club. As planned, the school should increase the involvement of parents in learning alongside their children.

■ Professional partners work very well with the school to meet the identified needs of targeted children. Together with class teachers, they review data to support teachers' evaluation of children's progress. From this data, staff are able to identify appropriate interventions to meet learner's needs. There are signs of improvement in children's progress as a result.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion	good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children, staff, and parents are proud of their school and identify positively with its new values of respect, honesty, and kindness. Staff support children and support one another very well in providing a caring environment for learners. There is an inclusive ethos where children are encouraged to develop a positive attitude to learning. A growing range of wider achievement opportunities is helping children to succeed. As a result, children enjoy school and most children know that staff help them to respect others.

- The leadership team and all staff invest significant time and effort improving further relationships across the school as part of its health and wellbeing curriculum. Staff make good use of the East Ayrshire Council's relationship framework based on nurture, approaches to resolving difficulties and children's rights. They support children to develop further their emotional and social literacy. As a result, staff work effectively as a team to understand the importance of placing wellbeing at the heart of their work. Staff understand children as unique individuals with their own needs. This is strengthening relationships with children as staff respond sensitively, with appropriate care and attention, when children are facing difficulties. Staff are at the early stages of identifying any gaps in learning in health and wellbeing. They should continue to embed plans to teach any aspects of the health and wellbeing curriculum not yet addressed.

- Staff understand and are making a successful start to implementing the wellbeing indicators. Children evaluate their own wellbeing twice a year using a wellbeing wheel. The frequency of this activity should be reviewed and increased. Overall, this is beginning to help children to describe some of the wellbeing indicators, such as keeping healthy through physical activity, relating to their own personal circumstances. Most children feel safe in school. Most can talk about how the school helps them to stay safe online. Staff should increase the opportunities for children to evaluate their own health and wellbeing. Teachers make good use of wellbeing indicators to identify children who require a staged intervention approach to their learning. Teachers should track this wellbeing information in relation to participation. This will help the school to use the data gathered to ensure any wellbeing issues are picked up quickly and addressed.

- Staff develop children's understanding of their rights well. Children have developed a school charter and class charters, which reflects children's rights. They speak in assemblies about their rights and responsibilities as community members.

- Children have a good understanding of how to lead a healthy life. The school reinforces the importance of physical health by offering sports activities at break, during lunchtime and through clubs. There is a high level of participation. Children talk positively about competing with other schools in the local area. This is helping children improve their physical health and

self-esteem. Children appreciate the importance of a balanced diet and understand the role of exercise in maintaining physical and mental health.

■ Overall, the school fulfils its statutory requirements well. Staff use collective planning approaches to meeting children's needs well. They recognise and plan strategies and interventions to support children who require additional support in their learning. A recently introduced staged intervention approach based on both teacher judgements and standardised baseline information is leading to teachers providing tasks and activities appropriate to children's individual needs. Effective foundations to evaluate regularly the success of interventions is a next step. Appropriate children's plans are in place for those who require one, and individual learning plans address barriers to learning for identified children. The school should continue with its plans to develop a shared understanding of bullying with its stakeholders, using this information to update its anti-bullying policy in line with national advice. This will support further the confidence children and their families have in the school to address any incidents of bullying swiftly and effectively.

■ The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 to promote the school meal service, protect the identity of those entitled to a free school meal and to provide access to free drinking water throughout the day. The information provided by local authority catering services and observations of food and drink provision in the school demonstrates further work is needed to meet all nutritional requirements fully.

■ The school understands and values diversity through inclusion. Through the work of the inclusion and equality group, children are developing a stronger understanding of others who have a variety of social, emotional and learning needs. Members of the group talk at assembly about what it feels like to have dyslexia and autism. This is leading to children being better informed about their unique characteristics and those of their peers and is helping them to value these differences.

■ A successful children's poverty group is looking at the cost of the school day. Their first action was to provide a healthy snack for those learners at risk of missing out. Next, the group reviewed the availability of free access to menstrual products in the school. They developed a logo to indicate where freely accessible products are stored. A uniform swap shop is well used and appreciated by families. Most recently, children encouraged their peers to bring a book to school to exchange rather than the school encouraging learners to purchase new books for world book day. This approach to poverty issues in society is helping children understand the value of money as part of financial education and sustainability. The school has reduced the number of fundraising activities and expectations of parents to make financial contributions during the year. Instead, the school is looking to fundraise for children's residential experiences. The school plans to work with parents as a next step to review the cost of the school day.

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

- Data provided by the school for session 2018/19 indicates that overall, the majority of children achieved expected levels of CfE attainment in literacy and numeracy.

- Teachers predict that during the current session, most children in P1 and P7 will achieve expected attainment levels in literacy and numeracy. Teachers predict that the majority of learners in P4 are on track to achieve in writing and numeracy and that most will achieve in reading and talking and listening. Early indications are showing that most children with additional support needs are making good progress toward their individual targets.

- Staff have introduced improved approaches to assessing learners' progress. Teachers now use an increased range of formative, summative and standardised assessment data to help inform their judgements. As a result, current professional judgements are becoming more robust.

Literacy and English

- Overall, attainment in Literacy and English is good. A few children are exceeding expected levels.

Reading

- Overall, learners are making good progress in reading.

- By the end of early level, most children retell known stories and demonstrate enthusiasm for reading. They engage with texts being read to them and predict what will happen next. Most children use their phonological knowledge to decode words and read common words at an appropriate level. Most children working at first level read with fluency and expression. They make appropriate suggestions about the purpose of a text. They identify favourite authors and genres and explain their preferences. Children know the features of fiction and non-fiction texts. Most answer factual questions with accuracy and assurance. A few children are less confident when answering inferential or evaluative questions. At second level, most children use active reading strategies successfully. They identify key features within a text and can locate specific information. Most children differentiate between fact and opinion and can evidence this. Most children read a wide range of texts for enjoyment. The majority of children use focused aspects of technical language acquired from their reading to improve their writing. There is a need to improve most class libraries across the school to further support children to read for pleasure.

Writing

■ Overall, children's progress in writing is good. Children at early and second level are making good progress. At first level, progress is satisfactory.

■ Most children at early level produce detailed black line drawings to support the planning of writing. They form most lower case letters correctly and are beginning to use full stops and spacing appropriately. Most children use writing to share ideas and experiences and attempt to spell familiar words correctly. At first level the majority of children write for a range of purposes and include relevant information. There should now be an increased focus on supporting all learners to use correct punctuation and improve spelling of common words at first level. At second level, most children write in a range of genres, including persuasive writing and script writing. They are confident in selecting an appropriate style and structure. Children successfully review and redraft work in response to their own self-assessment and the feedback given by others. Across all levels, there is a need to improve the presentation of children's written work.

Listening and talking

■ Overall progress in listening and talking is good. Attainment at early and second level is good. At first level, attainment is satisfactory.

■ Most children working at early level follow simple instructions and communicate effectively. They share their experiences and opinions. Most children are confident in answering oral questions on texts to show understanding. At the end of first level, most children communicate clearly and can answer a range of questions. They are confident when speaking in class and during group discussions. The majority of learners need to develop further skills in listening to others and taking turns in discussion. The majority of children at early and first level need support be more aware of appropriate noise levels. Most children working within second level communicate with clarity and expression. They contribute relevant ideas, opinions and information during class and group discussions. They effectively build on contributions made by themselves and peers.

Numeracy and mathematics

■ Overall, attainment in numeracy and mathematics is good.

■ Improving outcomes in numeracy for all children is a key priority for school improvement. The school has introduced more active approaches to numeracy this session which is supporting the development of numeracy skills. Across the school, children who are exceeding expected levels of achievement in aspects of number and money benefit from more challenging learning experiences. Senior leaders should review approaches to planning in order to ensure more regular coverage across all numeracy and mathematics curriculum organisers. This will enable children to consolidate learning and improve their progress in shape, position and movement, and information gathering.

Number, money, and measurement

■ At early level, almost all children are making good progress when counting, creating sequences, and ordering numbers to 20. A few demonstrate confidence in applying these concepts to numbers to 100. At first level, most children can explain more than one strategy for determining multiplication and division facts. The majority are confident in selecting appropriate operations for their calculations. The majority accurately measure the areas of simple shapes using square grids. At second level, most children explain chosen strategies for working out numerical problems. Almost all can round decimal fractions to two decimal places. Almost all children demonstrate their understanding of profit and loss and planning within a budget. Across first and second level, children should focus on being more accurate with their

calculations and measurements. They require more regular, practical experiences in measurement.

Shape, position and movement

■ At early level, most children recognise and sort common two-dimensional shapes. A few children recognise and name common three-dimensional shapes in the environment. At first level, the majority of children identify right angles within basic two-dimensional shapes. A few use simple terms to describe half and full turns. By second level, most children name and describe a few properties of a few basic three-dimensional shapes. Across the school, children need more regular opportunities to develop and consolidate their skills in shape, position and movement.

Information handling

■ At first level, the majority of children describe carrying out a simple survey in class. This includes recording information using tally marks and displaying information in a bar graph. At second level, most children are confident in using the language of probability and chance accurately in describing likely outcomes. Across the school, children's skills in information handling are not yet demonstrated clearly enough in relation to National Benchmarks at the appropriate CfE levels.

Attainment over time

■ The school provided attainment data for the last four sessions. This data indicates that attainment in literacy and numeracy has previously been unpredictable, without evidence of clear improvement over time. New, more robust data is now helping senior leaders and teachers to predict clear improvement by the end of this session. Teachers' judgment of achievement of a CfE level is becoming more robust as a result of improved approaches to moderation.

Overall quality of learners' achievement

■ Staff and children have reviewed opportunities for participating in clubs and activities that promote wider achievement. As a result, participation is increasing in a range of activities led by staff, parents and partners.

■ Children are proud of the school's recent achievements in regional sporting competitions. Increased participation in sports activities contributed to the school gaining the Sportscotland bronze school sports award. Children are proud of their part in preparing and presenting recent high quality school performances.

■ Older children describe the skills and capacities they are developing from participating in a range of leadership activities. These include presenting at an Eco Schools conference and regularly leading school assemblies.

■ Children's achievements in and out of school are celebrated on attractive wall displays and at assemblies. The school's achievement programme 'Over and Above' effectively promotes the school's values. Through this inclusive approach, children are encouraged to aspire for high levels of achievement, responsibility and citizenship.

■ The school has made a positive start to tracking participation levels in activities in and out of school. This is generating data that identifies children who are missing opportunities to experience achievement. Tracking should be further developed so that children are more aware of skills they are acquiring through wider achievement activities.

Equity for all

■ Equity for all learners is a central focus of the school's improvement plan. Various initiatives are developing which are aimed at reducing the poverty related attainment gap. Newly introduced pedagogical approaches to numeracy and literacy have improved levels of engagement in learning. Joint planning and a renewed focus on the use of progression frameworks in literacy and numeracy have led to learning that is more focussed on meeting children's needs. Additional leadership, teaching and support staff, provided through Pupil Equity Funding (PEF) and Scottish Attainment Challenge (SAC) funding, are successfully supporting these initiatives. Emerging evidence indicates a positive impact of interventions on the progress of targeted children. Over time, senior leaders plan to use data rigorously to measure the impact of funded initiatives. They should ensure that additional staffing through PEF and SAC funding is used more effectively to build capacity for sustainability.

School Empowerment
■ Improvement

Professional learning and leadership development for improvement
■ The headteacher and the senior leadership team are very aware of the balance of direction and empowerment required across the school to effect change and achieve aspirational targets for improvement. Groups of staff are involved in leading aspects of the ongoing improvement work of the school. Being mindful of the need to manage the pace of improvement and workload, the headteacher has taken the decision to delay whole staff working groups this session, in order to provide time for opportunities to embed important key areas of improvement that have been identified as top priorities this session. The headteacher will keep this under review before taking further decisions to remodel this next session. Individual practitioners within the Early Childhood Centre have seized opportunities to undertake professional learning at undergraduate level.

Improvement planning processes and ways of working
■ The headteacher has taken opportunities to survey and engage with staff on a number of occasions over the past year regarding aspects of whole-school improvement. He is working towards a culture of increased collaboration around decision-making so that all staff feel empowered to effect change and improvement and are aware of the roles they play in this.

Collaboration for improvement
■ Led by a principal teacher, all staff are involved in the school's improved, robust approaches to moderation. This involves working with colleagues from across the cluster and local authority. Senior leaders plan to provide opportunities for staff to work more closely with colleagues more widely in moderation and whole-school improvement activity.

Evidence-based approaches to improvement
■ This session, one of the main areas for whole-school improvement that senior leaders have identified is self-evaluation for self-improvement. Staff have a clearer understanding of the links between self-evaluation and overall improvement planning processes. For example, staff have been using a commercially produced online tool to self-evaluate whole-school improvement and performance this session, against the 'How good is our school? (4th edition)' quality indicators.

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.