

# Summarised inspection findings

**St Crispin's School**

**The City of Edinburgh Council**

**SEED No: 5535646**

**18 August 2017**

### 1.3 Leadership of change - School

satisfactory

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children and young people. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

- There is a well-established vision and values in place for the purpose of education at St Crispin's School centred on Curriculum for Excellence. In particular, the school has a focus on developing the four capacities and helping children and young people to be the best they can be. This session, the school has reviewed its values in line with a 'Rights Respecting School' approach. A staff working group has nominated Children's Rights 'Articles' which underpin a proposed new set of school values. The school needs to now ensure that all staff and other stakeholders contribute to and agree to the proposed new values, and that any new vision, values and aims accurately reflect the current context of the school and its wider community.
- Staff are adept at taking into account children's and young people's social, economic, cultural and health needs. Through collegiate discussions on whole-school development, staff offer their opinions on the work of the school and how it could improve. Parents and partners are also given regular opportunities to contribute to school improvement predominantly through questionnaires, school events and feedback from review meetings. The school has built positive relationships with parents and other stakeholders and has an effective, highly active Parent Council in place. However, it is not always clear how the views of staff, parents and partners influence school improvement in any meaningful way. There is scope for the school to further develop a culture of professional reflection and should continue to identify ways to gather the views of staff and other stakeholders in a more systematic and purposeful fashion.
- The school improvement plan is influenced strongly by the National Improvement Framework with improvement priorities for 2016/17 including, developing literacy and numeracy, and supporting children and young people to gain skills for life. There is a need for the success criteria of school improvement priorities to be more explicitly focused on impacting positively upon outcomes for children and young people rather than being based on staff's increased skills and attributes, improving the school's systems and processes or planning for a proposed move to a new school which is yet to be finalised. There is some evidence of recent self-evaluation activities leading to improved outcomes for children and young people, for example developing their communication skills and building valuable skills for life and work through increased participation in learning activities in their local community. The school needs to focus on increasing the pace of improvement.

- The headteacher and depute headteacher promote a culture of distributed leadership, with a number of teaching and non-teaching staff taking on a variety of leadership roles. Through participation in working groups, teachers, nursery nurses and pupil support assistants lead and contribute to most aspects of school improvement. The headteacher, with the support of staff, now needs to monitor the work of these groups in a more focussed and systematic way to ensure progress is being made with improvement priorities and to determine accurately whether change is having a positive impact on children's and young people's outcomes.
- Senior managers have a quality improvement calendar in place to support quality assurance across the school. They regularly monitor school activity including tracking pupil progress, undertaking learning and teaching observations and measuring the quality of children's and young people's individualised education programmes (IEPs). However, quality assurance activities are not always undertaken in a timeous manner, often being overlooked by other operational day-to-day duties. Senior managers need to ensure that approaches to quality assurance are given more priority and undertaken in a formal, comprehensive and systematic fashion. The quality of learning and teaching is monitored by regular visits by senior managers. Most staff welcome these opportunities to discuss their learning and teaching, and share good practice. Senior managers promote creative approaches to learning and teaching and, where financially viable, support staff to change classroom environments and purchase specialist resources including a range of communication aids. Senior managers now need to undertake more formal, rigorous monitoring of the quality of learning and teaching across the school to ensure there is sufficient pace and challenge for learners' across all classes. A clear focus for classroom visits should be established linked to improvement priorities and/or professional standards with evidence of follow-up/impact shown. Senior managers need to review approaches to managing challenging behaviour and carry out detailed analysis of incidents and overall data with a clear focus on ensuring incidents do not impact on the wellbeing of children and young people.
- Through a recent whole-school focus on developing approaches to tracking and monitoring, staff have produced a wide array of ways to measure children's and young people's progress with their learning and personal development. This has resulted in the school being 'data rich' and having valuable information on the outcomes of individuals, cohorts and the whole school. There is now a need for closer scrutiny of this intelligence and data to influence change and determine immediate improvement priorities.
- The school has a well-established commitment to professional learning. Staff participate in a number of worthwhile career-long professional learning opportunities predominantly to help support the increasingly diverse needs of children and young people. There is a strong sense of teamwork amongst staff and they are happy to offer support and advice to each other. The school has started to visit and build partnerships with other special schools in their local community. They are also linking with special schools across Europe through the Erasmus initiative. The school should now continue to develop these partnerships particularly for moderation purposes and to look outwardly for good practice elsewhere. This will support staff to further develop their approaches to learning and teaching, assessment and understanding of shared standards.

## 2.3 Learning, teaching and assessment - School

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*

- When motivated to learn and appropriately supported, most children and young people engage in lessons. Children and young people are building their capacity to focus on tasks for an increasing length of time. This is further developing their self-confidence and emotional resilience. In the best lessons, there are high expectations of learners and as a result they are challenged and enthusiastic about learning. In a few lessons, children and young people would benefit from further challenge. The school should now ensure more careful monitoring of learning and teaching so that there are higher expectations and greater challenge and pace in lessons to help learners further build their capacity to focus on tasks for an increasing length of time.
- The overall quality of teaching within the school was good. Almost all lessons are based on relevant tasks and use a variety of sensory media to engage children and young people in their learning. In the best lessons, there is a calm approach to learning and children and young people engage well. Staff provide encouragement and praise in lessons to motivate children and young people to remain on task. In a few lessons, children and young people are distracted and disengage with their learning. The majority of staff use a variety of teaching approaches to support children and young people well to help them re-engage with learning. Staff adapt learning contexts to meet the needs and interests of the children and young people in their classes. In a few classes skilful questioning is challenging learners to reflect on their learning.
- The school works hard to ensure that children and young people are given as many opportunities as possible to make meaningful choices in their daily routines and in lessons. For example, at snack time the majority of children and young people can choose from two choices. Most learners are becoming increasingly independent, particularly in the life skills of eating and drinking, dressing and behaving appropriately in the school and local community.
- The school places a strong emphasis on its inclusive communication systems. Children and young people communicate through gestures, facial expressions, the use of objects of reference, photographs, symbols and communication aids. Visual timetables are used very well to enable children and young people to make sense of their day, engage in learning for longer periods of time and reduce episodes of challenging behaviour. Visual cues to support access to learning and inclusive communication approaches are positively impacting on the progress of almost all children and young people. The school should continue with its plans to ensure that these approaches are used consistently across all classes.

- Health and wellbeing is given a high priority in the school and a focus on skills for life has had a positive impact on the wellbeing of almost all children and young people. As part of the school's ongoing approaches to self-evaluation, there is now an opportunity to reflect on the balance given to developing children's and young people's literacy, numeracy and health and wellbeing. The leadership team are aware of the need to review the balance of the school week, in order to provide more quality learning and teaching time for literacy and numeracy.
- In a number of classes, we observed children and young people being made aware of their strengths as learners. The smallest progress is celebrated in lessons and during assemblies. Children and young people are becoming aware of their progress as confident individuals, successful learners, effective contributors and responsible citizens. They are proud to demonstrate their achievements through photographs and digital presentations for annual reviews.
- Staff use a range of information to support planning of learning and teaching. This includes information about individual needs, progress, interests and challenges. IEPs identify long and short term targets in health and wellbeing, literacy and numeracy. Staff plan across all eight subjects termly using a Learning Experiences and Outcomes (LEOs) tool but have not as yet introduced an appropriate approach to modern languages. LEOs provide coverage of a large range of experiences and outcomes. In the best lessons, staff plan differentiated activities which take account of individual need. We have asked the school to review how to plan for effective differentiation of learning in all lessons.
- Assessment opportunities are identified at the planning stage and staff assess daily, termly, and at the end of the year using Learning Tracks. Standardised and formative assessments, as well as professional judgements, contribute to knowing the needs of children and young people well. Strategies are in place to ensure all assessment data of each individual's progress is used well to support children's and young people's progress and to report to parents. The school should now consider how it collects and analyses whole school data to inform further school improvement and positively impact on learner's attainment over time. In doing so the school should review and evaluate the use of IEPs, LEOs and Learning Tracks and in doing so consider streamlining their systems to avoid any unnecessary duplication.
- There is clear information about the coverage of experiences and outcomes in almost all subjects over a three year programme and a curriculum map provides a structure of themes delivered through an interdisciplinary approach. For example, rationales for soft play, hilly play, group work and snack for provide guidance on expected outcomes and give a focus to these activities. Staff should now develop a common understanding about how these should be used across the school. The planned use of benchmarks will support staff further in their planning, monitoring and assessment.
- Learners have access to a wide range of stimulating resources, such as the magic carpet and play room. A few children and young people use digital technology for communication whilst others use tablets to support learning. Children and young people contribute to the life of the school through supporting national charities. When holding a coffee morning, children and young people make and send invitations, bake cakes and welcome parents and community guests to the event.

- Working with partners, the school provides meaningful, varied and frequent opportunities for community and outdoor learning within the school grounds and local community. This supports children and young people to develop their skills in meaningful real life contexts. Through these experiences they are developing their ability to work and empathise with others.
- The school has developed effective approaches to support children's and young people's understanding of their progress in learning. Children's and young people's learning profiles provide a very helpful summary of their achievements from across the curriculum. Photographs and examples of their work ensure the child sees themselves in the profile.
- The headteacher and staff know the children and young people well and respond effectively to any economic or emotional need. The school interrogates data such as the Scottish Index of Multiple Deprivation, to ensure that they are well-placed to take appropriate action where necessary.

## 2.2 Curriculum: theme 2: Learning Pathways

- Across the school, staff have developed clear pathways through the use of Learning Tracks as a planning and assessment tool. These small step pathways are based on both the coverage of experiences and outcomes and the design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment in literacy and communication, numeracy, and health and wellbeing. Children and young people learn within the context of early level experiences and outcomes over a three year cycle in almost all subjects. The school should now review its three year cycle to ensure that all learners make the appropriate progression over time. Children and young people should have opportunities to experience learning beyond early level, appropriate to their age, ability and interests.
- The school has identified the importance of preparing children and young people for life beyond school. The Learning Tracks Toolkit helps staff track progress and identify next steps in learning. The school has extended Blooms Taxonomy very effectively to provide a detailed checklist of learning objectives of differing level of complexity. However, these are not always used flexibly enough to support children and young people to make appropriate progress and the school should moderate further the consistent understanding of these levels.
- Most children and young people enjoy well planned, progressive experiences in almost all subjects which is built on their prior learning. Children and young people have regular opportunities for meaningful communication throughout the day using a variety of communication systems including signifiers, signing, photographs, symbols and speech. Learning pathways in numeracy are delivered through a variety of approaches and resources. Contextualised learning provides relevant and motivating experiences. This is most effective when children and young people learn in a relevant and meaningful context, for example using 1, 2, 3 charts which enable learners to understand the steps to making a fruit salad.
- Children and young people experience a broad range of learning experiences across health and wellbeing. This is an important feature of school life. Staff encourage learners to develop independence and confidence in the world beyond school.
- A range of partners provide good opportunities for children and young people to develop further their skills for future learning, life and the world of work. The curriculum provides children and young people opportunities for digital learning in a range of subject areas.
- The school makes good use of the school grounds and local community to support children's and young people's learning in the outdoors. Visits to local shops provide rich learning opportunities for children and young people to apply their learning in real life contexts. The school's garden area is used well to develop children's and young people's skills and knowledge of gardening.
- Choices of courses for Asdan Transition Challenge and for Personal Achievement Awards offers personalisation and choice as part of the senior phase curriculum.

## 2.7 Partnerships: theme 3: Impact on learners – Parental Engagement

- Almost all parents are positive about the school. Parents value the range of ways the school uses to communicate openly with them including email, newsletters, daily diaries and chat folders. The school is also working well to support families who speak English as a second language.
- Parents believe the school knows their children and young people well and describe a particularly positive impact on communication and independence skills and self-management of behaviours. All parents have the opportunity to have a say in their child's learning at annual reviews and parents' nights. A few parents commented they would like a better understanding of their child's learning overall.
- Effective partnerships with school staff, Child and Adolescent Mental Health Services and other health agencies during the annual 'Confident Parenting Group' supports parents to build confidence and develop strategies for managing behaviour. This has impacted positively on pupils' wellbeing and has also resulted in supportive social networks for parents.
- There is a strong and supportive Parent Council which has worked hard to raise the profile of the school and the needs of children and young people within the local community. They have engaged with local councillors and key members of the community, increased links and influenced decision making at a local level. This has impacted positively on opportunities for children's and young people's achievements and supports for transition.
- The school informs and seeks parents' views on aspects of change and improvement. The school should continue to consider ways to involve parents more fully in influencing change and improvement.

## 2.1: Safeguarding

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

### 3.1 Ensuring wellbeing, equality and inclusion - School

weak

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

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Staff have a clear focus on supporting children and young people to develop appropriate lifeskills. As a result, learners are developing a range of skills in important areas such as eating and drinking, personal care and being as independent as possible. Enabling children and young people to communicate their needs and choices is a key component of health and wellbeing. The school uses a range of communication approaches, well matched to the needs of individual pupils and as a result, almost all children and young people communicate their health and wellbeing needs well and are able to make personal choices. There is scope for staff to use health and wellbeing contexts to help children and young people develop skills in other areas such as literacy and numeracy.
- Staff have a good understanding of the strengths and support needs of children and young people. Staff use their knowledge about learners well in the planning and delivery of learning in health and wellbeing and as a result, children and young people are making good progress across a range of areas within health and wellbeing. For example, children and young people are developing their fitness and skills in swimming and some learners are developing a good awareness of road safety.
- The school makes good use of outdoor space including Forest Schools to help children and young people improve their health and wellbeing. Outside areas are used well for play and provide additional space for children and young people who experience anxiety in the classroom environment and require access to open spaces at times.
- The school recognises that some children and young people present a range of behaviours as a result of their additional support needs. Staff, parents and therapists work together to develop approaches to help children and young people manage or improve their behaviours. In addition, policies, risk assessments and behaviour plans support staff to understand these behaviours. The behaviour support team facilitates a multi-disciplinary discussion about the behaviours of individual children and young people and strategies to improve them. However, there are a significant number of incidents in which children and young people are displaying behaviours that are impacting on the safety and wellbeing of others. The school now needs to take immediate action to review how it manages the challenging behaviour of some children and young people.
- The school works very well with a range of partners to assess the needs and progress of children and young people. Therapists and other partners contribute effectively to initial and ongoing assessments to ensure appropriate resources and programmes are in place. Assessments are used well at the time of placement to help staff develop clear profiles of

strengths and needs. As a result of the ongoing collaborative planning and joint working with partners, children and young people are developing good communication skills and using approaches such as picture exchange systems well.

- IEPs identify relevant targets to help children and young people develop skills in health and wellbeing. Most children and young people across the school achieve their health and wellbeing targets.
- Staff and partners have created an ethos of inclusion in which all children have equal opportunities to learn. The school is providing additional opportunities for all children and young people to further develop their health and wellbeing through an after school club and Saturday swimming club. Staff are beginning to consider how developing their knowledge of children's rights can further contribute to inclusion and equality. They should continue to adopt the principles of rights based learning and ensure that children's and young people's learning related to rights is relevant and meaningful.
- Parents and carers are very positive about how the school helps their children improve their health and wellbeing. Parents identify specific progress and improvements in aspects of health and wellbeing. In questionnaire results, almost all parents and carers are positive about how the school helps children's and young people's health and wellbeing including their emotional wellbeing.

### 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*

#### Literacy

- Across the school, most children and young people are making good progress in developing language and communication skills with a few making very good progress from their prior learning.
- Children and young people can share their thoughts using a variety of communication systems with known and trusted adults. Most children are developing their listening skills and are developing their skills in turn taking. A few listen carefully to staff during class and unstructured times supported by visual prompts and other signifiers. In the senior phase, young people are beginning to take account of the views of others to build on their thinking, for example describing and discussing roles people take in the world of work.
- The majority of teachers are creative in identifying opportunities for children and young people to develop their early writing skills in cooking, art and snack time. Learners are appreciating and sharing books and stories with the support of objects of reference and visual clues across the curriculum and in real and relevant contexts. Most learners are able to recognise symbols on visual timetables and the majority can use picture exchange communication systems to make choices and ask for a snack and a drink, some can ask for a named adult to support their choices. The school now needs to review curriculum entitlements to ensure that all learners have appropriate access to discrete literacy teaching so that it can be planned more carefully to consistently build on prior learning and provide breadth and depth.

#### Numeracy

- Most children and young people are making some progress in numeracy within a range of practical contexts. They used their work stations to sort shapes and identify coins. A small number were able to perform simple addition using numbers within 0-10?
- Most children and young people are actively involved in their own learning. The school places great emphasis on using numeracy skills within real and relevant contexts. Visits to local shops and businesses support children's and young people's understanding of early numeracy. Some children and young people are developing an understanding of money, its value and basic exchange.
- In most classes, there is very little discrete learning which focuses on developing numeracy skills. Early numeracy is generally taught through interdisciplinary learning and activities

such as snack and choosing time. There are good examples of children and young people building their early numeracy skills through such activities including, shape in gardening, movement in physical education. and number during snack. However, this is inconsistent across the school. Staff should increase the opportunities for children and young people to develop their numeracy skills through creative approaches to learning and teaching including, where appropriate, more discrete learning of numeracy skills during the school week.

## **Attainment over time**

- According to the school's own comprehensive data, all children and young people are working within the early level of Curriculum for Excellence. At the broad general education, most children and young people are making appropriate progress across the curriculum depending on their individual needs. Most children and young people are successfully meeting personalised learning targets within their IEPs in literacy, numeracy and health and wellbeing. In recent times, at the senior phase, young people successfully gain a range of National 1 units and Personal Achievement awards. Units include communication, number skills and food preparation.
- Throughout the school, particularly at the senior phase, children and young people build valuable skills for life and work with particular emphasis on independent living skills and personal care. Commendably, this supports almost all young people to move on into positive destinations. In 2015/16, 100% of young people moved on to a positive destination.
- The school has been successful in maintaining very good levels of attendance for almost all children and young people. However, although the school's exclusion figures are very low, the number of incidents of challenging behaviour are too high and need to be addressed as an immediate next step.
- The school monitors children's and young people's progress with careful analysis of attainment and achievement, attendance, participation, and behaviour. This provides the school with a wide range of valuable data on individuals, cohorts and across the whole school. However, there is scope to streamline planning and assessment approaches particularly at classroom level. This would support staff to reduce bureaucracy within their workload and provide increased time to develop creative approaches to learning and teaching.

## **Achievements**

- The school places great emphasis on celebrating children's and young people's achievements. Achievements at home, school and the community are recognised and celebrated through school assemblies, the 'Achievement Wall', displays, certificates, newsletters and on the school website.
- Most children and young people are improving their fitness through engaging in a range of sporting and physical activities including, gymnastics, swimming, and dance. Children and young people are also developing their understanding of citizenship through participating in charitable events such as The Big Pedal and MacMillan Coffee Morning, and raising money for a number of charities including Shelter and The Bethany Christian Trust. Children and young people also raise their knowledge of sustainability through participation in eco-based learning such as litter picking and recycling. The school has recently achieved a fourth

Eco-Schools Scotland Green Flag. Children and young people increase their awareness of environmental issues through engaging in a John Muir Trust Award project.

- Young people are given opportunities to achieve through participating in workshops provided by school visitors, including Police Scotland and Drake Music. The school should continue to identify ways for children and young people to achieve success beyond the classroom through the use of community partners.

### **Equity**

- The school adopts a personalised approach to meeting the needs of each individual child. Staff have a sound awareness of the social, economic and cultural circumstances of each child. They ensure there is equity of achievement across the school.

## School choice of QI: 2.4 - Personalised Support

- **Universal Support**
- **Targeted Support**
- **Removal of Barriers to Learning**

- All children and young people benefit from positive relationships with staff who have a good understanding of their needs and strengths. Good account is taken of the individual needs of learners in planning programmes and courses. There is scope for more differentiated approaches in learning to take better account of these individual needs and to provide more challenge for some learners. The school works well with specialists and therapists to ensure communication, eating and drinking and sensory needs are met. The ongoing work with the speech and language therapist is having a positive impact on children's and young people's communication skills. Curriculum planning takes account of the learning needs of children and young people. The school should now review how they are planning experiences and outcomes in learning at early level and ensure they are relevant, meaningful and provide appropriate challenge.
- The school has in place effective approaches to assess the needs and progress of children and young people. IEPs detail specific targets and these are reviewed regularly. In addition, staff take a close look at the overall progress that children and young people are making across experiences and outcomes, using the recently devised learning tracks. The school should continue to focus on assessing the progress that children are making and ensure that they use the information to build next steps in learning. They should review the bureaucracy aspect of current assessment approaches to ensure they are manageable.
- The school works very well with parents and partners in supporting children and young people. There are good opportunities for parents to receive written feedback about learning through Chat Folders. Parents and other professionals contribute to reviews of progress at planning meetings.
- There are detailed policies and procedures for supporting children and young people who display challenging behaviour. Staff across the school are committed to supporting these pupils and take part in relevant professional learning to allow them to understand the behaviours and help children and young people manage them. However, there needs to be better approaches to supporting all children and young people across the school to ensure that challenging behaviour does not impact on others and that all children and young people are safe and not at risk from physical harm.
- The school has a good understanding of the individual circumstances of all children and young people. They work with parents and carers to determine what additional supports are required in the home setting to help them support their children. Staff engage the help of other agencies such as social work and voluntary sector organisations.

## **Particular strengths of the school**

- Across the school, children and young people work hard to achieve their best. They are particularly successful in developing their communication skills and use a range of approaches to make choices.
- Parents and partners work well with the school to support children and young people. The Parent Council is proactive in raising the profile of the school in the community and advocating for the needs of children and young people.
- The range of achievements both in school and in the local community that help children and young people develop skills for life beyond school.

## **Agreed areas for improvement for the school**

- The school needs to take immediate action to review how it manages behaviour to ensure that it protects the wellbeing of all learners.
- The school needs to focus all self-evaluation activities on improving outcomes for learners.
- Staff need to improve how they plan and deliver lessons in order to provide sufficient challenge for all children and young people.

## **What happens at the end of the inspection?**

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with The City of Edinburgh Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with The City of Edinburgh Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

## 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.

## **Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330  
**E** enquiries@educationscotland.gsi.gov.uk

[www.education.gov.scot](http://www.education.gov.scot)

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