

Summarised inspection findings

Kippen Primary School

Stirling Council

3 March 2020

Key contextual information

Kippen PS is a non-denominational school, situated in a rural setting 10 miles outside Stirling. The catchment area incorporates the village of Kippen and surrounding area towards Arnprior, Gargunnoch and Thornhill. The building was refurbished and extended in 1998. The leadership team consists of the headteacher and principal teacher. There are five classes in the primary school and the roll is currently 112. The associated secondary school is Balfron High School.

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

- Overall, leadership across the school is good. All staff have a clear understanding of the social, economic and cultural context of the local community. They understand well the demographics and unique rural context within which the school operates. As a result, they know children and families well and have a good understanding of learners' needs. Staff understand the importance of delivering equity for all children. They are improving their skills in analysing a range of data to identify strategic priorities that will have the most impact on raising attainment.
- Staff, children and parents devised and agreed collaboratively the school vision and values. They reflect fully the school's focus on children's rights. Staff model regularly and exemplify well the school values of honesty, responsibility, respect, courage and integrity. Children can discuss in detail how the school values relate to them in everyday life. Senior leaders should reflect further on how they can engage children, parents and partners with staff to use the vision and values to evaluate the work of the school. This will support the school community to contribute to school improvement more effectively.
- The headteacher has the trust and respect of children, parents, staff and partners. She has developed a welcoming, caring and supportive school ethos, and established a culture where staff at all levels engage willingly in the change process. Supported effectively by the principal teacher, the headteacher encourages strongly collaborative working and professional learning across the staff team.
- Most staff contribute to leading improvements across the school. This actively promotes leadership at all levels. Staff are taking forward school improvements through working together in groups on literacy, numeracy, assessment and nurture. These groups should look more closely at their 'action plans' to make sure they focus on evidencing specific outcomes for learners which will improve attainment. This will support staff further in being able to evidence more clearly and robustly the impact of their actions on children's progress in learning.

- Staff engage readily in planned professional dialogue, which is developing positively as a tool to enable better self-reflection and evaluation. They use self-evaluation systems with growing confidence to audit the work of the school, and contribute readily to school improvement. This enhances their ownership of the school improvement plan (SIP). Commendably, senior leaders worked with children to create a child-friendly version of this session's SIP. This approach is beginning to develop better children's understanding of the active part they should play in school improvement.
- There is an effective professional review and development (PRD) process within the school. It is clearly linked to the General Teaching Council for Scotland standards. As part of the quality assurance process, senior leaders observe classroom practice and give feedback to staff. Senior leaders should now develop this further through more focused observations against aspects of learning and teaching. This will help identify best practice, which can then be shared more effectively and provide improved consistency across the school.
- The Senior Leadership Team (SLT) has in place an effective quality assurance calendar to monitor the work of the school. They discuss regularly children's attainment and forward plans with staff and give written feedback. They should now consider giving more focused messages, which define what has been good or successful, and what members of staff should continue to develop. Staff highlight that they plan together regularly. This should continue to be built upon to help staff support and challenge each other to ensure the best outcomes for learners.
- The headteacher encourages staff creativity and innovation with the development of professional enquiry. Individual practitioners are reflective in their work and are eager to seek advice from local and national guidance. This includes current professional learning opportunities with the Regional Improvement Collaborative (RIC) which are focusing on the development of numeracy. Staff value the opportunities they have to observe the practice of their colleagues and can discuss a few changes they have made to their teaching as a result. They should continue to build on this work to develop more fully over time a shared understanding of high-quality learning and teaching in Kippen Primary School.
- Children lead improvements capably across the school in a variety of school groups and committees, for example the pupil council, technology team, eco committee, grounds group and sports committee. A small group of children recently attended a conference of senior leaders to present their work on leadership. This influence should be extended further to include changes to learning, teaching and assessment. Senior leaders, with children, have made an early start in engaging with 'How good is OUR school?' (2018) to support improvement in learner participation in self-evaluation and school improvement.
- The headteacher and staff have developed very positive and active relationships with the local community. Activities focused upon the community of Kippen are helping to strengthen children's sense of belonging, whilst enhancing the development of their citizenship skills. The school should continue to build more sustainable learning links with parents, local businesses and employers in the local community. This should enhance further children's learning experiences and raise more awareness of career pathways and skills for learning, life and work for children.

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

- A strong and positive ethos exists throughout the school. Children experience friendly, supportive relationships with all staff and peers. Children and staff in all classes have co-constructed class charters which reflect the school's shared values and children's rights. As a result, there is a shared expectation of acceptable behaviour throughout the school community and children are respectful and considerate towards each other.
- Almost all children are motivated and engaged in their learning. They work confidently and collaboratively in pairs and groups. They are eager, enthusiastic learners who enjoy responding to challenges and open-ended tasks. They are highly motivated by such activities. In a few lessons, there is scope to increase the pace and challenge of learning to ensure better outcomes for all learners, including the highest-attaining.
- Children are very proud of their school and its place in the community. They contribute very effectively to the life of the community. This is enabling them to develop their confidence as responsible citizens. For example, pupils worked alongside the community council to raise awareness of speeding traffic issues in the village. As a result, reduced traffic speed limits are being introduced in the village.
- All children are part of a school improvement group. They are very proud of the pupil-friendly version of the SIP. Children should now be given the opportunity to lead the development of each group's action plan. This will provide children with further leadership opportunities which build on their views and interests across the school.
- Overall, the quality of teaching across the school is good. Learning environments are bright and stimulating. The school makes full and effective use of the local environment to enhance learning. In most classes, children use digital technology increasingly to further their learning. For example, children working at second level coached children at early level to code robots to use simple directions. Commendably, the school has taken positive steps to involve parents in planning digital learning at home to meet the needs of all learners.
- In most lessons, explanations and instructions are clear. In most classes, children are supported to use higher order thinking skills through effective questioning. Teachers should continue to develop skilled questioning techniques to extend children's learning further.
- Teachers identify and discuss the purpose of what children will be learning at the start of lessons. In a few classes, teachers provide high quality verbal and written feedback, which enables children to identify their next steps in learning. Involving all children in setting and reviewing targets for learning will support children across the school to develop further their knowledge of themselves as learners.

- Senior leaders have made an early start to reviewing assessment approaches as part of this year's improvement priorities. As planned, they should work with staff to continue to develop a more coherent whole-school approach to assessment, linking assessment more effectively to planning learning and teaching. While teachers gather assessment information in literacy and numeracy, they are at the early stages of engaging with the National Benchmarks to support assessment. Senior leaders and staff are aware of the need to better assess children's progress across all areas of the curriculum. The use of assessments should be expanded further to create rich evidence of children's ability to apply their learning in a range of learning situations. The school has made a promising beginning in this, with its new format for interdisciplinary learning.
- Teachers have made a positive start to moderating standards of children's work and are participating in regular formal and informal opportunities for moderation. As a result, teachers are beginning to develop a shared understanding of achievement of a Curriculum for Excellence (CfE) level. The school would benefit from further developing approaches to moderation of learning within and out with the school. This would improve the consistency of high-quality learning, teaching and assessment across the school.
- Across classes, teachers use a variety of formative assessment approaches. These approaches do not always focus well enough on what learners need to do in order to improve. Children are involved in self-and peer-assessment, but this is not yet used consistently across the school. Staff should continue to develop assessment strategies to help inform children's progress in learning. This will support children to develop the language of reflecting and evaluating their learning.
- Curriculum planning takes good account of national guidance. Teachers refer to the experiences and outcomes in each curricular area and work well together to jointly plan learning, particularly in literacy and numeracy. They welcome the consistency of approach and value the shared planning across a CfE level in helping to develop appropriate progression in children's learning. In planning meaningful and relevant contexts for learning, teachers are beginning to group experiences and outcomes from within and across curriculum areas. This is beginning to help children make connections across all their learning.
- Teachers meet regularly with the headteacher across the year to discuss and track the progress of all children in literacy and numeracy. Staff plan effectively together to identify specific interventions for those children who require additional support to their learning. Senior leaders should strengthen this process to take greater account of assessment evidence to inform next steps in learning for all learners. As planned, senior leaders and staff should work together to develop systems to monitor children's progress across all curriculum areas.

2.2 Curriculum: Learning pathways

- The school vision and rationale for the curriculum is captured in a series of 'sketchnote' murals within the school building, as well as in a written format. The headteacher places a strong emphasis on children's rights and children's understanding of their important role in the school and local community. This is reflected by involvement in initiatives such as 'Global Goals' and the annual creation by each class of a class charter.
- There are a range of learning pathways across the curriculum. Staff use pathways for literacy and numeracy consistently to ensure coverage of experiences and outcomes. Local authority progression pathways for all curriculum areas have recently been introduced. These pathways enable staff to plan learning which offers progression for children as they move through the school. However, the full impact of these pathways is not yet evident.
- Teachers are not yet planning opportunities that build sufficiently well on children's prior learning in health and wellbeing. As a result, children are not able to articulate how well they are developing their skills and knowledge in a coherent manner. There is scope for their learning to be more closely aligned to the health and wellbeing experiences and outcomes.
- The school is developing children's skills effectively through learning for sustainability. Children have regular opportunities to take their learning outdoors using the local environment. Staff should continue to develop approaches to outdoor learning to provide children with opportunities to link these rich and valuable experiences with their learning across the curriculum.
- Arrangements to support transitions, both from nursery into primary 1 and from primary 7 to secondary school, are effective. Enhanced transitions are tailored effectively to meet the needs of individual children. Staff share information with local nurseries and support children to move confidently into the primary school setting. There is a well-planned programme of shared sporting and residential opportunities, as well as visits by both staff and learners to the high school. These support children to develop the skills necessary to make a successful transition to secondary school.
- Staff have had a recent focus on the development of children's digital literacy, including providing information for parents to support home learning, using apps and websites. However, there are some issues with connectivity which can impede the reliability of access to digital technology on occasion.
- The curriculum is enhanced through the work of a wide range of key partners. They offer a variety of positive opportunities for children to develop skills for learning, life and work.

2.7 Partnerships: Impact on learners – parental engagement

- Parents reported that their children like being at Kippen Primary School. Parents speak very positively about the school as being integral to the local community and they appreciate the opportunities for wider achievement the school provides. They value the responsive communication they have with the school. Parents highlight the inclusive way the school meets their children's needs on an individual and personalised basis. The Parent Council supports the work of the school well through raising funds and organising events and activities.
- The school recognises well the variety of ways in which parents can contribute to a child's learning in school. The skills of parents are used increasingly well to enhance children's understanding of the world of work. Staff are aware of the need to be creative in how to encourage parents to contribute further to decision-making about school improvement. These contributions have the potential to enhance further children's learning experiences. A few parents would like more information about how their child's progress in learning is assessed.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The wellbeing of children is a high priority for all staff. An ethos of mutual respect and care permeates all aspects of the life and work of the school. The school values, the vision 'be all you can be', as well as the care and support evident within the school community, underpin positive, respectful relationships. This creates a calm and purposeful environment for learning.
- Almost all children feel safe in the school. While they are not able to fully articulate their knowledge of the wellbeing indicators, they were able to share with inspectors their understanding of what it means to be healthy, included and responsible in Kippen Primary School.
- Almost all children behave very well. They are confident and happy in school. Children know that their actions can affect other people and almost all interact responsibly. Staff know the children very well and use restorative approaches effectively to promote positive behaviour. Possible conflict is resolved quickly and fairly. There is a focus on developing children's understanding of their own feelings and those of others. Children demonstrate kindness, care and consideration of others. In addition, children discuss ways in which they show respect for others and model this in their day-to-day interactions.
- Almost all children are active outdoors, well supported by pupil support staff in the extensive grounds and local environment. Children develop responsibility and leadership skills by leading aspects of school life which support the wellbeing and learning of others. Children in the early stages are supported effectively by buddies in P7 and by trained peer mentors in P6. Children enjoy these aspects of school life, and feel confident in these roles. A well-considered range of activities ensures that every child has the opportunity to be safe, healthy, active, nurtured, achieving, respected, responsible and included. The school places a strong emphasis on sport and online safety.
- Participation in lunchtime and after school clubs is very high. The leadership team track and monitor carefully participation in wider achievement. As a result, almost all children are included in activities. This promotes their sense of belonging to a community and develops their wellbeing.
- The school complies and regularly engages with statutory requirements and codes of practice through inset days and staff meetings.
- The headteacher monitors attendance and punctuality regularly, and is proactive in dealing with any issues that may arise. The school's attendance rate has been higher than the national average for attendance for the past three years. There have been no exclusions in the latest year. The senior leadership team know children well and are sensitive to individual children's and families' circumstances.

- Staff across the school work closely together to provide an inclusive learning environment. All staff undertake a wide range of relevant current professional learning, including on areas such as nurture. Support staff participate in training to meet the needs of individual children and are very much part of the decision-making process around their needs.
- The school has a very positive approach to ensuring that all children can access equally the wider life of the school. This is well supported by the Parent Council and local community. This includes access to financial support. The school is committed to providing equal opportunities for all with a focus on, for example, the cost of the school day; ensuring that cost will not be a barrier to children accessing activities. The school provides free after-school clubs for children with the support of Active Stirling, members of staff and the local community. The school is keen to provide experiences for children which they may not receive otherwise. The headteacher and staff have a driving focus on ensuring families are well-supported.
- The access to library provision has recently been extended with the opening of a reading room in a nearby community building. This is available to encourage joint reading activities with parents and children. There is also a library service in the school once per week run by parents. This contributes to wellbeing by providing quiet spaces for individual reading and a free selection of books. Children run an Eco book swap. Staff value highly their partnership with the mobile library service. All of these opportunities contribute towards inclusive and equitable access to books by all learners.
- There is scope to recognise further diversity and equalities education across the school. The school is providing opportunities to promote diversity through the newly introduced personal and social education programme, as well as current approaches to children's rights. Children can describe the importance of the right to an education and to play. The school is working to develop further children's awareness of themselves as global citizens through its approach to rights education. Staff are beginning to make use of the resources such as the Career Education Standard to develop children's understanding of their own future and positive destinations. As a result, children are able to consider what jobs they might like to do when they are older and give reasons for their choices.
- Staff are very good at meeting the needs of children who require additional support with their learning, including children with social and emotional needs. They are consistent and caring. The leadership team has regular formal and informal meetings with staff to discuss children's progress in overcoming known barriers to learning. This is helping staff provide more effective, targeted support to improve outcomes for children. Individualised educational plans (IEPs) are in place for a few children who require targeted support. Supported by the SLT, they create targets and review progress in order to effectively meet the needs of identified children and evaluate the success of planned interventions in the IEPs. Almost all children who are recorded as having additional support needs are supported successfully to access their learning and make appropriate progress. As a result, children's outcomes are improving.
- The school is meeting the main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. There are arrangements in place to protect the identity of children entitled to a free school meal. School meals are promoted to parents and children and there is access to free drinking water throughout the day. The nutritional analysis of the three week menu shows that there is still further work to be done to fully meet the required nutritional standards.

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

Attainment in literacy and numeracy

- It is important to note that the number of children in cohorts is variable and often small, therefore, overall statements about progress have been made to ensure the anonymity of individuals.
- Overall, children's attainment in literacy and numeracy is good and children who need additional support with their learning are making appropriate progress. In raising attainment further, children should be given more opportunities to learn in unfamiliar contexts that offer greater depth, challenge and application to their learning experiences.

Literacy

- Attainment in literacy and English is good overall. Most children are making good progress in listening and talking, reading and writing.

Listening and talking

- Across the school, most children speak confidently and articulately, with a few performing beyond expected levels. At early level, children listen well and follow simple instructions correctly. At first level, children can listen and respond appropriately to others in a respectful way. They can communicate clearly and audibly. At second level, most children can contribute a number of relevant ideas and opinions when engaging with others. They are respectful of others' views and are willing to offer their own viewpoint in a constructive way. Children are not yet aware of the skills they are developing when they plan an organised presentation, using suitable vocabulary for purpose and audience. A clearer focus on the development of children's listening and talking skills across the school is required. The school is aware of the need to develop further a progressive curriculum using the National Benchmarks for listening and talking.

Reading

- At early level, children are learning to identify common words, and use their knowledge of sounds and letters to read words. They are beginning to use pictures well to help understand simple texts. By the end of first level, most children are reading fluently a wide range of texts, demonstrate expression when reading, and understand features of different types of texts. By second level, children understand the purpose of a text, the main ideas and the use of language such as vocabulary and punctuation. The school has introduced a wider range of reading material and approaches, which are beginning to improve children's comprehension skills and understanding of grammar. Children's higher-order reading skills are not sufficiently well-developed to achieve greater depth of understanding of texts.

Writing

- By the end of early level, most children write independently. They use capital letters and full stops to support the meaning of their writing. At first and second level, children create a range of short and extended texts for different purposes, using appropriate punctuation to support meaning. They develop more extended pieces of writing, using different genres and for different purposes. A few children demonstrate very good imaginative writing skills, and use appropriate language to engage the reader. The majority of children at first and second level organise and use information appropriately to create texts for different purposes. Overall, children's writing across different areas of the curriculum is not yet of a consistently high standard.

Numeracy and mathematics

- Overall attainment in numeracy and mathematics is good. Most children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, children use a variety of practical materials to count on and back within 20. They use one-to-one correspondence accurately to count objects to 10. Children make good progress as they transition from early to first level. At first and second level, children have a good understanding of number and number processes. They carry out calculations accurately to solve problems using a variety of strategies. Almost all children are confident in explaining the reason why they used a particular strategy. At first level, most children can use mental agility number skills confidently to calculate total spend and change in a shopping context. At second level, children demonstrate a sound understanding of place value. They can calculate a simple percentage and fraction of a quantity. Children at all levels do not have sufficient opportunities to apply their numeracy skills in a variety of real-life contexts.

Shape, position and movement

- At early level, children use the language of position and movement to code simple robots with support. Children have explored the properties of two-dimensional shapes and can make common two-dimensional shapes with concrete materials. At first level, children identify and find right angles in the environment. They can create symmetrical patterns and pictures outdoors using natural materials. At second level, most children confidently discuss the properties of two-dimensional shapes and three-dimensional objects. They can accurately draw nets of three-dimensional objects and explain their relationship. Children should apply measure skills in a greater variety of real-life contexts.

Information handling

- At early level, children use counting skills well to answer questions about data. They use knowledge of colour, shape and type to sort accurately. Children use concrete materials and pictorial representations to record this data, using digital technology where appropriate. At first level, most children use the language of probability to describe the likelihood of everyday events occurring. They collect and present data in a variety of ways, such as using tally marks, block graphs and Venn diagrams. At second level, children collect data accurately and present it in a variety of bar and block graphs. They can confidently discuss their conclusions from this data. Children at all stages are not yet confident in the use of digital technology to present data in a variety of formats.

Attainment over time

- Most children, including those with additional needs, have made good progress over time in their attainment in literacy and numeracy.
- Staff have not yet fully considered how best to measure children's progress across all curricular areas, so that they make the best progress of which they are capable in their

learning. Staff should develop systems and approaches to enable them to review more effectively children's attainment over time across all areas of the curriculum. This will help to ensure children make appropriate progress across all aspects of their learning.

Overall quality of learners' achievement

- The school recognises and celebrates children's achievements in a range of ways, including at pupil-led assemblies, displays such as the Tweets Wall, newsletters and through social media. As a school, children work together to raise funds for local and national charities, and are developing their skills in responsible citizenship in areas such as road safety. Children are developing confidence through participation in performance and local and national competitions. They are proud of their individual achievements in and out with school. Children need to develop a coherent awareness of the skills for learning, life and work they are acquiring through their wider achievement activity.

Equity for all learners

- Staff have a good awareness of ensuring equity for all children in the school and use a range of data effectively. Senior leaders have considered carefully how they can reduce the cost of excursions so that all children can participate in as many events as possible. Pupil Equity Funding, school funds and the contribution of the Parent Council are all used to support attendance at residential and other events. The partnership with Active Stirling means that all children can access a variety of sporting opportunities. The rationale for the allocated use of this funding, which is to enable all children to participate fully in school life, has been shared with both staff and parents. Effective strategies in literacy and numeracy are raising attainment for targeted children. It will be important to continue to monitor carefully the impact of funding in closing gaps the school has identified.

Choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

- The strong nurturing ethos of Kippen Primary School underpins staff care and support for children's social, emotional and health needs. Children are articulate and participate well in discussions about their role in positive community relationships. They take responsibility for their own behaviour and this is underpinned by staff's consistent approach. As a result, children's wellbeing is well-supported.
- Most children benefit from appropriate learning and teaching that takes account of their needs. At times, staff need to provide a more differentiated approach to learning and teaching that takes better account of where children are in their learning and ensures they all receive high-quality universal support. The strong and trusting relationships that exist between staff and children should provide a helpful springboard for more frequent and planned review and evaluation of learners' targets. Currently, children would benefit from opportunities to be able to identify clearly their next steps in learning and thus fully understand their own progress. Support staff are deployed well throughout the school, and provide effective support to classes and individual children.
- The school's targeted support is well-planned to meet the learning needs of individual children. All staff value the open-door policy operated by the SLT. This supports well children's learning needs which are highlighted and acted upon timeously. Children who receive additional support for their learning have appropriate support plans and targets which address their main barriers to learning. These targets are reviewed regularly with parents and partners. In this way, targeted support to learners is kept continuously under review and is effective in meeting the needs of those with additional support needs.
- The school promotes and celebrates partnership working actively and effectively. Staff work with a range of partners to support all children, including children who face barriers to learning. Partners are very positive about the school's approach to working with them and feel that the school values their contribution. The impact of partners in improving outcomes for children across the school community is evident in, for example, the way in which children enjoy storytelling in the community woods. This is supporting the development of literacy skills, as children engage with texts in a different and memorable fashion. Partners also contribute to the life of the school by supporting clubs which promote a wide range of skills. They are clear about their roles, and most can demonstrate the impact of their involvement as a result of evaluative feedback. Families and external partners, such as members of the local community, health professionals, community workers, nursery staff and secondary staff, play a significant and valued role in the development and support of children's learning and wellbeing. They talk positively about their involvement with the school and the capacity of staff to implement support programmes. A few children benefit from targeted local authority support in areas such as visual and hearing impairment. The school's focus on supporting individual children, as well as their families, has resulted in a high level of trust in the school throughout the local community.

Practice worth sharing more widely

Staff provide information leaflets for parents to support digital literacy and a common approach to family and school learning. These provide advice about safe internet use and suggestions for relevant free websites and digital applications for each stage of learning. As a result, both children and parents benefit from a whole-school approach to digital literacy which promotes equity. Parents have confidence that the school has carefully selected resources which are relevant to their children's learning. They trust the appropriateness and provenance of digital materials used to support learning. As a result, both parents and children have access to a core approach to digital resources which promotes learning at home.

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.