

Summarised inspection findings

Bonaly Primary School

The City of Edinburgh Council

18 September 2018

Key contextual information

The school is located in an affluent area of the City of Edinburgh where almost all catchment addresses are in Scottish Index of Multiple Deprivation decile 10.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher has been in post for three years and values collaboration with staff, parents, partners and children. He is clear about refreshing and developing the school's vision and values and is at the stage of sharing these more widely to ensure they are well understood by all stakeholders. The school's values are founded on a wide range of views and are relevant to the context of the school in its community. They are displayed attractively around the school and understood well. The school should take forward plans to launch its vision and values early next school session and ensure these are promoted by all staff with classes across the school and become embedded in the life of the school.
- Changes to the leadership structure of the school were implemented at the start of the current school session. Roles and responsibilities of promoted staff are outlined clearly and their areas of expertise are being developed appropriately through ongoing commitment to career long professional learning. Promoted staff work enthusiastically with the headteacher in establishing a cohesive senior leadership team. Together they bring refreshed energy and focus to lead improvement priorities across the school. The staff team takes a growing lead in shared leadership linked to school improvement and many are involved in the support of the wider curriculum through leading clubs for children. There are many new and positive aspects to the school's work which are at an early stage of implementation. There are promising signs of positive impact for children through the successful work of the literacy, mathematics and sustainability working groups. The school should continue to take forward the work of the health and wellbeing and ICT working groups as identified in the strategic plans.
- The school has established processes and procedures for improvement planning aligned to policies of the local authority. The school improvement plan outlines clear improvement priorities relevant to the school's context and within the national improvement framework. While self-evaluation involving all staff is becoming established across the school, this is at an early stage of implementation. Senior leaders are making increasingly robust, evidence-based judgements about improvements made. With helpful guidance through the education authority's process of supported self-evaluation, the school has taken focused action on some of the suggested improvement priorities. The school has correctly identified improvement to consistency in high quality learning and teaching as an important focus for the current school session. Staff are working well together to implement the recently devised learning and teaching policy to improve consistency in classroom practices. This, together with the recently implemented curriculum focus on sustainability, links well with the school's values and leads to

children understanding their roles and responsibilities as citizens. There is scope to further develop the school's curriculum rationale and pathways to ensure the curriculum supports appropriately challenging learning for all children. Promoted staff should build on their monitoring approaches to classroom observations and ensure opportunities for professional dialogue with staff is more regular and well-focused on the progress children are making. The continuation of developing approaches to moderation will help raise expectations of standards and increase teacher confidence in making robust judgements about Curriculum for Excellence levels.

- The school has taken steps to increase the involvement of children in leading aspects of the school and taking responsibilities across the school. There is considerable scope to build on this positive start and to increase the voice of children about school improvement. The school should consider how it could make effective use of recently published national toolkit for this purpose.
- The school's self-evaluation approaches have accurately identified the aspects of its work that need to be further improved. The headteacher and staff should take forward plans to improve the curriculum, streamline planning and assessment and ensure appropriate challenge for all children is achieved through consistently high quality learning and teaching across the school.
- The headteacher and staff recognise the high levels of attainment achieved by children across the school and should take forward their strategic plan to increase staff confidence in the use of data to ensure the school knows the value it is adding to children's learning.
- Staff across the school work effectively together to achieve success for all children. They understand the demographics and unique context of the school. As a result, they know the children and families well and understand learners' individual needs. They place high importance on supporting the individual needs of children and have created a warm and welcoming environment. Staff have built effective partnerships and relationships with local partners in the community. The school is regarded positively by its community and the headteacher is ensuring parents are valued as partners in their children's education.

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 ethos of the school is very positive. Children are articulate, well-mannered and enthusiastic about their learning. There are nurturing and caring relationships between children and staff, leading to a friendly and mutually respectful learning environment.
- Children and staff have developed and agreed the school's values. These are shared at school assemblies and should be a continued focus for staff with classes so that children understand the relevance of the values in the wider contexts of the school.
- There are high quality displays in most classrooms and around the school which reflect current curricular contexts. These displays could now be made more helpful to children in making connections across their learning. Children are increasingly experiencing learning through varied contexts and environments, including learning outdoors. Teachers work effectively together in developing sustainability for learning across the school. This is leading to enhanced learning opportunities and outcomes for children. Staff should consider how they could increase the opportunities they have to work cooperatively together to support children in their learning and the use they make of the learning environment to help all children feel included in their classes.
- In most lessons, teachers differentiate tasks effectively. This leads to appropriate challenge in learning for most children. Senior leaders have correctly identified the need to increase the level of challenge for the highest attaining children across the school. We ask that support for learning teachers are increasingly involved in providing challenge in children's learning. Almost all pupil support assistants (PSAs) are positive in their roles and are deployed effectively to help support children's learning.
- Most children talk confidently about the relevance and purpose of what they are learning. Teachers work closely together as stage partners to plan appropriate learning experiences and support for all children in their learning. Teachers should consider how they can streamline their planning approaches and ensure continuity and progression in learning experiences across all stages. In most lessons, there is appropriate balance of teacher led activities and opportunities for children to learn independently with peers.
- In most classes, teachers have well-focused learning conversations with children which involve agreeing and setting their own targets and next steps. There are examples of these displayed clearly in classrooms. Children would value more regular opportunities to discuss their learning with their teacher. This will support them in identification of the skills they are developing and reviewing their progress towards individualised targets.

- In almost all lessons, teachers share clear learning intentions and success criteria with children. There is headroom to involve children more in the creation of the success criteria. This will help ensure children understand the skills they are developing and build on prior learning.
- Overall, children across the school experience opportunities to lead their learning in class. All P7 children successfully led aspects of the planning for a school production which was showcased for the school and parents. There is a need for more opportunities to develop leadership skills in children as they are very capable of taking increased levels of responsibilities for their own learning.
- Almost all teachers create quality resources for use with interactive whiteboards to enhance teaching and engage children. This is impacting positively on children's motivation and interest in activities. Most children regularly access digital technologies to enhance their learning in meaningful and relevant ways. The school should now build on these effective practices as planned, through the digital technologies refresh and ICT focus group.
- Overall, the quality of teaching across the school is good with some features that are very good. Where the quality of teaching is most effective, teachers set appropriately high standards, provide pace and challenge and develop collaboration through pupil-led learning. The school is working towards improving the consistency in high quality learning and teaching across all stages through sharing best practice.
- The headteacher and staff also recognise the need to develop a clear understanding of ongoing moderation activities that lead to a shared understanding of standards and the effective use of assessment. The school should build further on the initial moderation work of the cluster schools. This needs to be given an increased emphasis and involve all staff in order to accurately identify when children achieve Curriculum for Excellence levels.
- Teachers have systems in place to track and monitor children's progress across literacy, numeracy and a growing number of curricular areas. This includes ongoing information based on summative and diagnostic assessment. School leaders and staff should now make increased use of data to evaluate progress and the valued added to children's learning.

2.2 Curriculum: Learning pathways

- Learning for sustainability is central to the curriculum rationale. Draft progression pathways in areas such as outdoor learning, safety and mapping skills have begun to support this work. These are at the early stages of implementation and are not yet impacting children's ability to recognise the skills for life, work and learning they are developing.
- Experiences and outcomes are bundled into year groups and learning contexts planned on an annual basis. The focus on learning through Science, Technology, Engineering and Mathematics (STEM) has provided some children opportunities to explore gender related issues in jobs, advertising and clothing. Consideration should now be given to how STEM activities can be built progressively across the curriculum.
- A range of learning pathways are in place for literacy and numeracy which support progression in learning across the school. Teachers are beginning to use local authority progression pathways to plan learning. These pathways are supplemented by Stages of Arithmetical Learning and Literacy Rich Phonics. Progression in book detective skills and literature circles roles support children to build on their skills as they progress in their learning. Teachers use a range of pathways across the school and should now work together to streamline guidance into a coherent, flexible, progression ensuring appropriate challenge for all learners across the curriculum.
- The school recognises the need to further develop children's skills in mental calculation. The development of the 'Bonaly Counts' framework supports this well. This should be implemented to ensure staff have a shared understanding of standards and expectations.
- The school uses a well-developed cluster progression for French which outlines key vocabulary, and progression in listening and talking, reading and writing skills as appropriate for the stage of learning.
- Progression pathways exist for some elements of health and wellbeing, including recent progressions in food technologies, resilience and Campaign for Acceptance, Respect and Empathy (CARE). The school recognise that further work is now required to develop the health and wellbeing curriculum to ensure that it meets the needs of all learners across the school.
- The school recognise that there is still significant work to be done to develop the curriculum to ensure there are clear progression frameworks in place across all curricular areas.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are positive about the school and are confident about raising concerns or offering suggestions. Most are positive about the information they receive about how well their child is learning and developing. Overall, most parents are happy with the progress their child is making but a few say their child could be challenged more in their learning. Parents value the advice they receive from the school on how to support their child's learning at home but say they would like better consistency in the helpfulness of homework activities.
- Staff value partnerships with parents and the contribution they make to enhance children's learning experiences. Partnerships with a wide range of professionals and specialists within its community is a strength of the school.
- The supportive Parent Council has generously contributed to developments in outdoor learning and numeracy. They support the school's inclusive ethos well and ensure all children and families are listened to and involved in the life and work of the school.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

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 school has established an environment which promotes and supports the wellbeing of children, staff and families. During the current school session, the school has consulted widely and revised its values and based these on the views of stakeholders. Children's relationships with adults and with their peers are positive. Children show respect and empathy for one another. They are confident, friendly and welcoming. Children are developing their roles as responsible citizens and contribute to their local community through raising money for charity and donations to the local foodbank. A group of pupils took forward 'Lots of socks' as a way to raise awareness of Downs Syndrome. Children at P7 enjoy their responsibilities as house captains. Many say they would like more responsibilities and opportunities to talk to teachers about their learning.
- Pupil voice has recently become higher profile across the school, along with the voice and opinions of parents and partners. Commendably, a display has been created to show how pupils' and partners' suggestions are valued. The senior leadership team provide regular responses and feedback including on social media. Children now need increased opportunities to shape their learning and are very capable of taking increased responsibility across the school.
- Children are developing an understanding of their own emotional health and wellbeing through the whole school approach to building resilience. This is helping them to identify how to cope with challenges and difficulties and who they can go to for support. Children are developing skills in teamwork, positive relationships and resilience through participation in residential trips.
- Most children feel safe at school and are confident that they can talk to an adult in the school if they have any concerns. The school has made a start to using the national wellbeing indicators. The staff and children are developing a common language through school assemblies and the use of the wellbeing wheel. There should now be more explicit references made to the wellbeing indicators within all classrooms in order to ensure children become familiar with the language of wellbeing. The school should now consider how this could be embedded in to the life and work of the school, allowing children, parents and staff to reflect and understand children's progress in being safe, healthy, nurtured, active, respected, responsible and included.
- The school has effective procedures in place for identifying and supporting children who may require additional support with learning. Senior staff and support for learning staff monitor and record information effectively to ensure learner's progress. They work in partnership with class teachers and PSAs ensuring almost all children are appropriately supported in their learning. Pastoral transitions are planned effectively with relevant partners. Enhanced transition for

children who require additional support, ensures they are well prepared for their next stage in their learning journey.

- Staff know children well and provide appropriate support to families. The learning needs of children requiring additional support are well met. Personalised targets are identified, planned for and shared with relevant staff. Individualised support is a strong feature of the school's provision. Staff focus appropriately on reducing identified barriers for learning. Children requiring additional support with their learning, receive effective support from support for learning teachers and PSAs. Professional learning is leading to effective provision and support for children in class. The school should now review the balance of support delivered through extraction to ensure children have maximised opportunities to learn in class with their peers and not miss out on learning in other curricular areas.
- The headteacher and staff are aware of the need to develop a strategic overview of the health and wellbeing curriculum to fully develop all aspects of the health and wellbeing programme across the school. Further planning is required to ensure progression in children's learning across all areas of health and wellbeing. The school has well planned and coordinated approaches in working with a range of partners to provide specialised support for identified children. Partners are increasingly involved in planning and evaluating progress towards individualised targets and the school is proactive in seeking and acting on their advice.
- Attendance levels are high and the school is proactive in dealing with any attendance issues which may arise. Children participate in a wide range of wider curricular activities leading to successful achievements. The school should consider how it is tracking equity of success through monitoring participation rates across all stages. Most children report that they enjoy taking part in the range of activities offered beyond the classroom. They would benefit from being supported to assess the impact of these on improving their wellbeing.
- Senior staff are fully aware of the legislative requirements of meeting learners' needs and make appropriate arrangements to ensure children's needs are tracked and monitored. The school complies with statutory requirements and practices. The school ensures all staff have suitable opportunities for training to build their confidence and skills in particular areas of health and wellbeing. The combination of a physical education (PE) specialist and class teachers delivering two hours of high quality PE is leading to improvements in children's skills and learning. The school chaplain actively supports learning through religious observance and regularly supports the religious and moral education and health and wellbeing curriculum.
- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, to protect the identity of children entitled to a free school meal, to provide access to free drinking water throughout the day and to promote the school meal service to children and parents, are being fulfilled.
- The school provides opportunities for children across the school to learn about equalities and diversity through assemblies and the CARE programme. This is helping them to improve their understanding of inequality, poverty and discrimination. The majority of children feel they are treated fairly and with respect by staff and their peers. Working together with children, there is scope to further promote equalities to ensure everyone feels they are treated fairly. The planned launch of the school's values will help promote equality and fairness with all stakeholders.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Overall attainment in literacy and numeracy

- Overall attainment in literacy and numeracy in Bonaly Primary School is very good.
- Teacher professional judgement of Curriculum for Excellence levels is based on a range of evidence from day-to-day learning and teaching, assessment tasks and analysis of standardised assessments. Evidence from teacher professional judgement indicates that almost all children in P1 are achieving or exceeding early level in listening and talking and numeracy with most achieving early level in reading and writing. At P4, almost all children are achieving or exceeding first level in all aspects of literacy and numeracy. At P7, almost all children are achieving second level in numeracy and listening and talking. Most children are achieving or exceeding expected levels in reading and writing. Overall, the data provided by the school accurately reflects children's progress. There remains scope for children to achieve more across the school. Children working within individual milestones are making very good progress from their prior learning.

Attainment in literacy and English

- Overall, attainment in literacy and English across the school is very good. Almost all children in P1, P4 and P7 are on track to achieve appropriate Curriculum for Excellence levels by the end of the current school year. There is scope to develop a shared understanding of achievement of a level for writing across the school and in particular by the end of P7.

Listening and talking

- Overall, almost all children are making very good progress in listening and talking. Across the school almost all children listen well to teachers and to one another. They talk confidently in pairs and small groups. Almost all children at early level, listen and respond appropriately when following instructions about their learning. At first level, almost all children select and share information about habitats in presentations to their peers. By second level, almost all children collaborate well in groups and discuss the key features of sophisticated vocabulary in acrostic poems they have read.

Reading

- Overall, almost all children are making very good progress in reading. They engage well with a range of texts across learning. Their eagerness to read for enjoyment and make their own choice of text should be supported through appropriately challenging group reading texts. Children at the early level, use their knowledge of sounds, letters and patterns to read a growing range of common and unfamiliar words with confidence. At first level, almost all children read with growing fluency and identify new vocabulary through contextual clues. They distinguish between fiction and non-fiction and predict what will come next when reading stories. The highest attaining readers would benefit from reading from more challenging texts.

By second level, almost all children scan unfamiliar texts to select sophisticated vocabulary. They read with very good comprehension and give reasoned opinions about texts they have read.

Writing

- Overall, almost all children are making very good progress in writing. At first level, almost all children are developing skills forming letters legibly and a majority are using capital letters and full stops to punctuate sentences. At first level, almost all children organise their writing in paragraphs, start sentences in a variety of ways and write for a variety of purposes. By second level, almost all children write well for a range of purposes and use appropriate language to suit the purpose and audience. They act upon feedback to improve writing and should now work towards producing the high standards of written pieces evidenced in folios of work more consistently across the curriculum.

Attainment in numeracy and mathematics

- Overall attainment in numeracy and mathematics is very good. Almost all children at P1, P4 and P7 are achieving early, first and second level respectively. There remains scope for children to achieve more, in particular, in the application of learning through open-ended tasks. This will help children to revisit prior learning and apply this in a range of contexts.
- The school has identified a need to further develop approaches to improve mental agility and ensure children at all stages across the school can discuss the strategies they use to perform mental calculations. There is scope to develop aspects of information handling, shape and measurement.

Number, money and measure

- Across the school, almost all children show very good understanding in number processes and place value. Overall, children use this knowledge confidently to carry out calculations appropriate to their stage of development. At the early level, almost all children count forwards and backwards within 30, with a few able to count confidently within one hundred. They are developing confidence in solving simple missing number addition problems. At first level, children use their understanding of place value to perform calculations. Almost all children recognise a wide range of numbers, recall multiplication facts and use these and known number facts to solve problems. By second level, almost all children use the four operations to solve calculations. They work confidently with fractions and carry out simple algebraic equations.
- At the early level, almost all children recognise and order coins to £2 and most are developing skills adding money to ten pence. Almost all children use simple language of measure to compare length and height and identify o'clock times on analogue and digital clock faces. At first level, children discuss budgeting and profit. Almost all children calculate area and perimeter through counting squares. By second level, almost all children use their knowledge of perimeter, area and 2D shape to construct a 2D design. They are confident in using, simplifying and working with a range of fractions, decimals and percentages to solve problems.

Shape, position and movement

- At the early level, almost all children recognise, name and sort 2D shapes and 3D objects by given criteria. At first level, almost all children identify simple properties of 2D shapes and 3D objects. By second level, children describe 3D objects using specific vocabulary. A few children are less confident using mathematical language to describe angles, triangles and circles.

Information handling

- At the early level, almost all children contribute to a pictorial display and are developing their use of tally marks to help them count and answer simple questions about their data collected. At first level children use venn and carroll diagrams to sort information and answer questions to extract information. By second level, almost all children extract information from bar graphs. There is scope for increased focus on information handling within numeracy and mathematics lessons and application of this across the four contexts of the curriculum.

Attainment over time in literacy and numeracy

- Overall the school has continued to maintain high standards of attainment over time. Data provided by the school indicates that over the last three years almost all children have achieved early level by the end of P1 in numeracy and listening and talking. The percentage of children achieving first level by the end of P4 dipped in 2016 but has now improved. The percentage of children achieving second level by the end of P7 has dropped over the last year. Children would benefit from greater opportunities to revisit learning in a range of different contexts to help them retain and apply their knowledge and skills.
- The school recognises the need to develop a shared understanding of standards and expectations across the school to further improve the quality and robustness of teacher professional judgement. A renewed focus on the whole moderation cycle will support this work.

Achievement

- Across the school, children demonstrate their skills as successful, confident learners. They contribute to the life of their school through leading assemblies, participating in school fairs and undertaking roles as house captains, junior librarians and buddies. Children share their talents in Bollywood dance on the Bonaly Fringe stage and others participate in the Colinton Community Arts Festival.
- Children achieve through a wide range of sporting and musical activities including performing at the music celebration and Burns Club Association competitions. The school basketball team has achieved highly in reaching the finals of the West Edinburgh Warriors League and as runners up in the Junior NBA. A range of lunchtime and after school clubs enable children to explore and develop their own areas of interests. This session, the oldest children have worked with Scottish Widows/Lloyds TSB in a real life 'digital project management' opportunity to design a homework app.
- Achievements are celebrated through assemblies, newsletters and twitter and through the achievement trees displayed in the school. Children now need to be better supported to understand the skills for life, learning and work that they are developing through their achievements in order for them to take increasing responsibility for their own learning. Children tell us that they would welcome greater opportunities for leadership of their own learning and to have a greater role in decision making within the school.

Equity for all learners

- Staff across the school actively promote equity of success for all children. Where appropriate, a few children have individual milestones and are making very good progress towards these supported by staff. Whilst the school demographics indicate there is no poverty related attainment gap, the school has identified children at risk of missing out of social development opportunities. Pupil Equity Funding is used to provide additional lunchtime clubs for children to attend. Children report the positive impact this is having on their ability to interact with friends

and make new friends across the school. In addition, an early years worker is employed to support learning through play in the early stages.

Choice of QI: 2.4 Personalised Support

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

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

- Parents and partners are highly positive about the school's approaches to support children and ensuring continuous progress in their learning. There are very good examples of parents and partners being involved in providing specialist inputs across different stages. These provide deepened insights to a variety of learning contexts.
- Partnerships across the school are very positive and the ethos and relationships are nurturing. These strong features motivate children in their learning and develops their confidence to take responsibilities in their learning. We have asked that staff review the school's policy to promote positive behaviour and relationships, so that it more accurately reflects the current context of the school community and provides a more positive basis that models the high expectations that children and staff can expect of each other.
- Daily soft start sessions, such as the 'sensory circuits' help targeted groups of children to be calm, positive and ready to learn at the start of each day. Commendably, these sessions are led by the PSA team. They work closely and effectively with targeted groups of children.
- Almost all staff are highly skilled in providing a caring and safe environment for children. They plan relevant, meaningful and motivational experiences that are responsive to children's additional support needs. Staff respond to unpredictable and unexpected situations skilfully where care and nurture are required to keep learners engaged, involved and happy in their learning.
- Most teachers discuss learning with children on a regular basis. Targets and next steps for key areas of the curriculum are displayed in classrooms across the school. Almost all members of staff who work closely with the children, are involved in developing and reviewing targets and interventions. Staff should explore manageable ways for all children to readily access current targets and keep achievement folios up-to-date.
- Staff are aware of the need to plan suitable learning experiences for all children to ensure they have sufficient challenge in their learning and opportunities to apply their knowledge and skills in a range of contexts.
- All classes have visual timetables with consistent symbols used in all classrooms. The school has achieved a bronze award for Visual Sensory Perception. Staff have recently received training sessions on the 'CIRCLE' local authority approach to supporting learners. They have begun to use this support material to ensure that all learning environments are fully geared towards supporting all learners.

- Staff across the school are committed to working together with parents and a range of partners to minimise barriers to learning for individual learners. Class teachers work effectively alongside support staff to provide targeted support. Interventions are put in place to ensure that children feel supported in their learning. Staff are responsive to the circumstances of individual children and overall, staff work together to ensure that all learners are included in the life of the school. Individual and small group interventions focussed on dealing with anxiety, emotions and self-regulation have helped to *create a more calm learners and inclusive environment.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.