

# Summarised inspection findings

**Anstruther Primary School**

Fife Council

25 June 2024

## Key contextual information

Anstruther Primary School is situated in the small town of Anstruther in the East Neuk of Fife. The acting headteacher has been in post for three months and was formerly a deputy headteacher within the school. She is supported by one substantive deputy headteacher and one acting deputy headteacher. There are 325 children in the school, across 11 classes, three of which are multi-stage classes. Almost all children reside in Scottish Index of Multiple Deprivation (SIMD) deciles four to seven. Almost a third of children are identified as having additional support needs.

### 1.3 Leadership of change

**satisfactory**

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 recently appointed acting headteacher has a clear focus on improving standards and expectations. She works well with her deputy headteachers and their collaborative approach is appreciated by staff. The new leadership team is empowering staff to lead on aspects of the life and work of the school. As a result, staff have a renewed sense of purpose and a collective drive to improve. The acting headteacher is well respected across the school and community. Her ambition and aspiration for the school in developing a respectful culture of learning, is beginning to support children to make progress in their learning.
- Senior leaders have recently led the review of the school's vision and values in consultation with staff, children and parents. Their engagement in this consultation process has established a collective sense of purpose. As a result, the school community has an increased sense of ownership of the values and a strengthened sense of belonging. The values of 'Care, Contribute, Succeed' reflect well the school's context and that of the local community. Building on this positive start, staff should now work with the whole school community to develop a deep understanding of these values and their importance in driving the school forward. This includes referencing the values in day-to-day interactions with children, displaying them across the learning environment and referencing them in classes. This important next step should support an ethos of mutual respect, citizenship and ambition.
- The school improvement plan is informed by self-evaluation activities. The headteacher and her team have consulted widely with staff on the pre-existing school improvement plan and have streamlined it to include two key priorities. These are measurable, manageable and understood by all staff. Learning, teaching and assessment, and the wellbeing of children are now the key areas of focus for the school. All key stakeholders, including children, parents, all staff and partners now need to be involved in the identification of future school priorities. This will strengthen partnerships and relationships as well as include the entire community in the drive for improvement.
- Children are not yet involved in developing or monitoring the progress of the school improvement plan. The re-establishment of the pupil council would provide a way for all

children to have their views heard and considered in relation to school improvement. This would make children feel more involved in the life and work of the school.

- Senior leaders have recently developed a detailed quality assurance calendar to support staff in systematic, planned self-evaluation. They have recently reviewed the quality of learning environments across the school and regularly monitor class jotters. These processes are beginning to support staff to understand expectations and standards. Children's work is moderated regularly by all teachers working with stage partners to align their professional judgements and further inform practice. A recent local authority-led learning partnership visit, led to valuable discussions with staff about how the school might utilise this feedback to inform school improvement. Senior leaders and staff should continue to review quality assurance processes to inform better the drive for improvement and meet the needs of school improvement priorities.
- Staff participate in an annual professional review and development (PRD) discussion with senior leaders. Senior leaders should ensure that the outcomes of PRD discussions supports and enhances teacher practice and aligns well with the identified school priorities. Senior leaders should now strengthen and promote the importance of the PRD process to support and drive forward improvement and change.
- A minority of staff lead on aspects of school improvement, including work on de-escalation techniques, digital technology and sports leadership. A few staff are undertaking practitioner enquiry to inform and develop their own practice. Senior leaders should support staff to share their learning with others to strengthen consistency in learning, teaching and assessment and support improvement. They should promote a culture of learning and sharing more robustly. As planned, more staff should develop leadership roles within the school to contribute to improvement and change.
- All children are beginning to benefit from opportunities to participate in a range of pupil leadership groups. These include, the rights group, peer mediators, the tidy team and anti-bullying group. Children also participate in the life and work of the school as House Captains. Through these groups, children are beginning to develop ways to promote their views and understand how they make a difference. As these groups develop, children should be encouraged to take a leading role in developing actions and outcomes for them. This will promote children's skills for learning, life and work.
- The Parent Council are informed, but not consulted on how the school will allocate their PEF to promote literacy and numeracy learning. They are kept informed about developments to support children's wellbeing. The Parent Council are aware that their numbers are low and will work with the school and wider community to promote their work and seek to increase and strengthen their membership.

## 2.3 Learning, teaching and assessment

**satisfactory**

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 maximize their successes and achievements. The themes are:

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

- Across the school, there are calm and nurturing relationships between most staff and children in most classes. Senior leaders and staff have recently reviewed the school's approaches to supporting inclusion and positive relationships. As a result, in the majority of classes, and around the school, children engage positively with staff and each other.
- Most teachers have established well organised classrooms that provide a calm, inclusive environment for learning. They have considered children's needs by creating quiet spaces and active learning activities. As a result, the majority of classrooms support children's readiness to learn.
- In the majority of lessons, children are actively engaged in their learning and contribute their ideas and opinions. Children are motivated when lessons move briskly between teacher-led discussion, working in pairs and independent tasks. There are missed opportunities for learning to be more creative and challenging, for questioning to be extended, and for children to have a more active role in their learning. In most lessons, children would benefit from increased challenge in their learning to ensure appropriate progress. Staff should continue to develop a shared understanding of increased expectations and standards to accelerate children's progress across the school.
- Staff have worked collaboratively to create an 'agreed lesson model' which identifies the key features of high-quality learning experiences. They are in the early stages of using this model to plan learning and to evaluate practice. Staff are reflective and motivated to work collaboratively to support improvement. They should now focus on the key features of the agreed lesson model to ensure they are fully embedded. This should increase the consistency and quality of learning experiences for all children.
- Most teachers provide clear instructions and explanations during learning activities. Teachers are developing their approaches to sharing the purpose of learning with the children. This is discussed and displayed clearly throughout most lessons. Teachers should now ensure that learning is progressive and focused on the development and consolidation of skills and knowledge linked to shared standards.
- In most lessons, teachers break down the steps that children need to follow to achieve success in learning. In a few lessons, children are encouraged to help identify these steps in collaboration with their peers and the teacher. Teachers should ensure that these are clearly linked to what children are learning. This will support children to evaluate their own progress and help them to make informed decisions about their next steps in learning.

- Staff and children have access to a range of digital technologies to support learning and teaching. In a few classes, teachers use interactive boards effectively to introduce the purpose of learning in an engaging way. There are sufficient laptop devices for timetabled use across classes. Most children engage in online tools and games to reinforce their learning effectively, and most use search engines for research purposes. Children with additional support needs record their written work regularly on a mobile device to benefit from literacy support programmes. Digital technology is not yet fully embedded in learning and teaching across the curriculum. Staff should now plan how children are building on their digital skills to enable them to apply them in a wider range of contexts. Teachers should also consider how a wider range of digital platforms can be used to support children's skills development and engagement in learning.
- The behaviour displayed by a few children in a few classes can have a negative impact on other children. At times, children display unsettled behaviour during lessons where experiences are not well matched to their needs and interests. Senior leaders should continue to support staff to ensure expectations of behaviour are consistently high across the school. They should promote positive engagement in learning across the school and support children to use techniques and strategies to regulate their emotions where appropriate. This will enable all children to engage more positively in their learning.
- In most classes, wall displays are used to provide visual supports for learning. Staff should now consider how to display the highest standard of children's work and learning to reinforce a culture of high expectations. Children from a few classes talk positively about outdoor learning experiences, for example, in mathematics, as children use materials to explore lines of symmetry. Staff should now consider how this can be extended to include well-planned, progressive outdoor learning experiences across the school.
- Teachers at the early level support children's learning successfully using play-based approaches. They have created inviting and well-resourced areas for play which children access regularly throughout the day. Teachers provide activities designed to consolidate or extend specific aspects of learning in literacy and numeracy. Children demonstrate enjoyment and interest in their activities. Across the school, teachers are enthusiastic about providing high quality play experiences for children. They should make use of national guidance to support this development and work together to ensure progressive experiences for all children.
- All teachers use a range of formative and summative assessments to plan children's next steps in learning. In the majority of lessons, teachers use strategies to assess children's understanding and to identify children who require support. They use standardised assessments in literacy and numeracy to support professional judgements about progress. In a few classes, staff use written and oral feedback well to support improvement in children's learning. In these classes, self and peer assessment are used effectively to support progress. This practice should be further developed and used more consistently across the school.
- Progression pathways are available for teachers to use to inform their planning. Teachers' use of these progression pathways to plan learning experiences for children across curricular areas is variable. Staff should continue to review their approaches to short and medium-term planning to ensure there are clear expectations for progress in learning in each class and for each subject. Teachers should ensure that assessment is integral to the planning process.
- Teachers have engaged in moderation activities within the school. The accuracy and confidence of teacher judgements is improving in literacy and numeracy as a result.

Teachers should build on this positive approach by engaging in moderation activities with other schools across the local area. This will help to further develop a shared understanding of national standards.

- Senior leaders meet with teachers four times a year to review planning and assessment and to discuss children's progress in learning. They use the school tracking system to record progress. Together, they identify interventions and support strategies. Senior leaders and teachers should now ensure that planning and assessment is more robust. This should support them to track more effectively children's progress in learning. This in turn, should support teachers to plan for progression more effectively.

## 2.2 Curriculum: Learning pathways

- Senior leaders have identified the need to review the curriculum to offer children improved progression, relevance and breadth and challenge in their learning. Staff have access to the learning pathways and frameworks provided by Fife Council. Senior leaders should ensure all staff use these more consistently across the curriculum to plan learning that meets the needs of all learners.
- Staff have taken initial steps to consider a revised curriculum rationale. This emerging overview takes account of the contexts for learning in the local community. The school's location in a coastal town famed for fishing and tourism offers children rich and exciting opportunities to learn about the past, present and future. Staff should continue to work with the children, parents and the wider community to refresh the curriculum. Senior leaders should support staff to develop a shared understanding of how to plan, develop and assess learning that links different subjects.
- Current approaches to planning and assessment do not ensure all children make sufficient progress across all areas of the curriculum. Children enjoy episodes of social subjects and science in topic work. The recent science week motivated children to engage in experiments and activities exploring a range of scientific topics. Children learn about Scotland's past each year. Children enjoy music and art activities linked to topic work. They are learning French and British Sign Language. Children engage in religious and moral education each week. As staff progress to a review of the curriculum they should ensure learning offers all children progression and coherence as they move through the school. Current experiences are too dependent on individual teacher choices and ideas.
- Senior leaders should ensure all children experience two hours of quality physical education each week. This is not yet a consistent experience for all children.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents are positive about the work of the new senior leadership team. They are now more confident about the progress that is being made in the school's approaches to behaviour and incidents of bullying. They appreciate that communication has become more streamlined, with increased opportunities to hear about what and how their children are learning. They receive regular updates provided by the new headteacher through the weekly newsletter.
- The Parent Council works closely with the school, primarily to fundraise for resources to enhance and improve the experiences of children. This includes, for example, to develop the school playground and supply leavers sweatshirts for children in P7.
- Parents appreciate the efforts of the school to help them to support their children's learning at home. They would like to have more opportunities and suggestions from class teachers to support their children better. Senior leaders and staff should use their existing online platform to ensure that parents are informed more regularly about their children's progress.



## 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

**satisfactory**

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 maximize their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The new senior leadership team recently prioritised supporting wellbeing and inclusion. Staff are developing their understanding of nurturing approaches and restorative practice well as a result of their engagement in professional learning. Local authority officers and external partners provide helpful ongoing support to the school in key aspects of inclusion and wellbeing. Staff develop and show caring relationships with children, understanding the importance of developing children's wellbeing.
- Staff now use more consistent approaches to support children's wellbeing. This supports children to develop their understanding of wellbeing more effectively. Staff use regular wellbeing and emotional check-ins with children. Senior leaders and staff are developing the use of the wellbeing indicators with children. They discuss wellbeing and positive relationships regularly in lessons and assemblies. As a result, relationships and behaviour across the school are showing signs of improvement. There are now fewer recorded incidents and complaints.
- Staff undertake annual wellbeing surveys with children. Senior leaders should now undertake more systematic monitoring and tracking of wellbeing and use this data more effectively to inform planning. This should support staff to evidence how well children's wellbeing is improving and more directly inform next steps for individuals and groups of children.
- Teachers take appropriate account of experiences and outcomes when planning programmes of children's learning in health and wellbeing. Children are becoming increasingly confident in dealing with emotions and seeking help when needed. Teachers should continue to develop children's understanding of wellbeing during learning activities. This will ensure all children can express with confidence what it means to be safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Almost all parents feel that staff treat children with high levels of dignity and respect. The majority of children agree that other children treat them fairly and with respect. A few children are unsure if they feel safe. A significant minority of children and parents feel that bullying is not always dealt with well. Senior leaders and staff should continue to reinforce the new strategies to support further improvements in positive relationships and children's readiness to learn. They should continue to engage with children and parents in developing a shared understanding of inclusion and anti-bullying education.
- Children talk confidently about strategies for support and who they should speak to if they have concerns. Staff have recently revised the school's positive behaviour and relationships policy appropriately to reflect expectations around wellbeing and inclusion appropriately. Staff's use of restorative language and conversations is beginning to support most children to develop their understanding of how they can resolve any disagreements.

- Most children show consideration for each other's feelings. They are developing a range of strategies to help to regulate their behaviour where appropriate. Children are beginning to use these strategies well, to help them to become calm and more ready for learning. Children report positively, for example, about the choices they now have to move to nurturing spaces within classrooms or learning bases. Senior leaders should continue to review the use of learning bases to ensure that children access key teaching inputs and purposeful learning activities at all times.
- Children are developing increased confidence in exploring and learning about the United Nations Convention of the Rights of the Child. Children speak confidently about particular rights, including the right to be heard. A significant number of older children are unsure if the school takes their views into account. Senior leaders and staff should continue to reinforce communications around how children's views are considered. Children in each pupil leadership group could now take a greater lead in sharing how their views inform changes in the life and work of the school. This will help children to develop further an understanding of their own rights and those of others.
- Senior leaders and staff work proactively with parents and partners to address learning needs and provide support for all. Support for learning teachers carry out their roles with dedication and sensitivity. They support individuals and groups of learners with a wide range of needs and provide staff with helpful guidance and strategies. This helps teachers to support the varying needs of children in classes appropriately.
- Through targeted interventions, support for learning teachers demonstrate improvement in aspects of children's learning. These include, for example in phonics work, numeracy learning and in children's ability to recognise and manage their emotions. These are supporting children to engage more meaningfully in class lessons. Pupil Support Assistants (PSAs) work effectively as part of the staff team to support children individually and in groups, where specific needs have been identified. PSAs would welcome further professional learning in de-escalation and how to better meet individual learning needs.
- Senior leaders understand their statutory duties well. They know when it is appropriate to seek assistance or support from partner agencies, working closely with key partners to support individual learners. Staff make effective use of appropriate education action plans and summary of support plans to support individual learners achieve their targets. Staff, parents, children and partners create plans to support children to progress appropriately in their learning. Staff review children's progress towards targets regularly and take account of the views of children and parents. Senior leaders and staff should continue to ensure that strategies and actions to support children with significant barriers to learning are regularly revisited and used consistently. Senior leaders should continue to review the use of part-time timetables, to ensure they are only used for short periods of time to support children's re-integration into the school.
- Attendance levels are lower and exclusion levels are higher than the national averages. Senior leaders are proactive in following up attendance concerns and know children and families well. Through their revised approaches to inclusion and wellbeing, senior leaders and staff are working well to reduce the number of occasions where exclusion is used. As planned, senior leaders should continue to work with the whole school community in improving attendance levels, and reducing exclusions, through embedding positive relationships and behaviour across the school.
- Children are developing their understanding of issues related to diversity and equality well through class lessons and whole school assemblies. As planned, senior leaders and staff

should continue to support children well to develop their understanding of equality and diversity within a context of local and global issues.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Several areas for improvement have been agreed with the school and school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.

### 3.2 Raising attainment and achievement

**satisfactory**

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

- Across the school, the attainment in literacy and English and numeracy and mathematics is satisfactory. Most children with additional support needs are making appropriate progress towards their individual targets in learning. Across the school, most children are capable of achieving more.

#### Attainment in literacy and English

- Overall, progress in literacy and English is satisfactory. At early level, the pace of progress in reading and writing is too slow which is impacting on attainment at this level. Groups of children currently working towards second level by the end of P7 are not making sufficient progress in their literacy skills.

#### Listening and talking

- Children at early level listen well in class and follow simple instructions. Most children are eager to respond to questions from the teacher and offer relevant answers. At first level, most children express their views and ideas with confidence. They are developing skills in taking turns in small group discussions. The majority of children at second level make relevant responses to questions from teachers and listen to the opinions and ideas of their classmates. A few children in upper stage classes do not show appropriate respect for classmates or for adults and call out inappropriately too often during lessons and discussions. Across the school, staff should develop consistent expectations and approaches to listening and talking across all aspects of school life.

#### Reading

- The majority of children at early level read simple words and texts. They use their growing knowledge of sounds and letters to read words. They use images on texts to support understanding. A few children are not yet confident in recognising common words within a simple text. A few children need to develop their confidence and skills in reading simple words aloud in front of their peers. The majority of children at first level read aloud confidently in their 'café' reading activities in class. They find key information in texts and respond well to questions set. Children at second level enjoy making creative predictions about possible events in their class novel. By P7, the majority of children read texts they are working on in class with confidence. They recognise the purpose of different texts, including digital sources. A few children recognise techniques used by authors to influence the reader. They are beginning to understand the need to ensure which digital sources are reliable. Older children are less confident talking about texts and authors they enjoy. Staff should engage with reluctant readers to ensure they have regular access to a wide range of texts and authors. A few children say that the classroom does not always offer a quiet environment for reading.

## **Writing**

- The quality of children's writing is too variable across the school. The majority of children at early level are not yet making sufficient progress in all aspects of their writing. They make simple sentences and understand how to use capital letters and full stops, supported by their teacher. Staff should ensure children have increased opportunity to practise and apply their writing regularly. The majority of children at first level are making positive progress in their writing. Children at first level write regularly at length and complete tasks well within time given. A few children at this stage exceed national standards for their age and stage. Children working at second level are making variable progress in their writing. A few children write very well for a range of purposes and audiences. They organise ideas logically and present information well to express their views. They enjoy imaginative writing and are developing skills in using figurative language to engage the reader. However, the majority of children at P7 are not on track to achieve national standards. Staff should take steps to ensure all children experience high - quality opportunities to write at length and to a higher standard. Most children are capable of achieving more.

## **Numeracy and mathematics**

### **Attainment in numeracy and mathematics**

- Children are making satisfactory progress in numeracy and mathematics. Across the school, children require regular opportunities to revisit and apply their learning in real-life situations to consolidate their understanding.

### **Number, money and measure**

- Children who are working at early level add within 20 and subtract within 10. They read o'clock and half past on analogue clocks. They are less confident when subtracting within 20 and need further experiences to develop their understanding of coins and measuring to compare sizes and amounts. Children at first level have a good understanding of place value. They tell the time using analogue and digital clocks. They now need to improve their understanding and application of multiplication and division facts. They also need to develop their understanding of fractions and their ability to use coins to give change. Children who are working at second level have a good understanding of place value. They solve two-step problems involving money and understand the concept of profit. They require further practice of using percentages and decimal fractions to solve problems.

### **Shape, position and movement**

- At early level, children recognise an appropriate range of two-dimensional shapes and identify them in real life contexts. They identify a cube and classify real-life three-dimensional objects based on a given criteria. At first level, children name simple three-dimensional objects. At first and second level children need to develop their understanding of angles and direction. Children at second level identify three-dimensional objects and they describe and classify angles. They need to develop their understanding of the link between the diameter and radius of a circle.

### **Information handling**

- Children at early level read and interpret data in a real-life context. Children at first level answer simple questions based on a bar graph. Children at the end of second level interpret information from a simple graph. At all levels children require further experience of collating and displaying data in different ways.

### **Attainment over time**

- Data provided by the school highlights the variability of children's progress in recent years. The new leadership team has taken steps to support staff in their professional judgement. They



have developed improved approaches to tracking children's progress. As a result, attainment data is now more valid and reliable. Overall, the majority of children are making satisfactory progress from prior levels of attainment over time. Identified children access extra support and a range of interventions to help them develop skills in literacy and numeracy. Staff should continue to monitor the impact of these interventions to ensure children make progress in their learning. The staff team plan to review the curriculum. They recognise the need to ensure all children make appropriate progress across all areas of the curriculum.

### **Overall quality of learners' achievements**

- Across the school, children are able to achieve success and demonstrate their skills beyond the classroom. School staff ensure that all pupils participate in the life and work of the school through leadership groups and the house system, led by house captains who have been voted in by their peers. Staff offer lunchtime clubs for children, for example in art, chess and choir. The senior leadership team liaises with partners to identify individual children who would benefit from inclusion in residential sports camps, the Reading Buddies programme and research projects on a subject of the child's choice.
- Teachers track each child's achievements across the year. Achievements such as 'Star Writer' and Pupil of the Week are displayed on the walls in communal spaces. Achievements from out of school clubs are communicated by children, parents and carers via an online platform and recorded by class teachers. These achievements are celebrated in classrooms and at whole school assemblies.
- Senior leaders should now track achievements at whole school level so that each child's participation is monitored to ensure that those who need support to attend clubs and activities can be targeted and included. Staff should consider creative ways to extend the offer of clubs and after school activities to ensure that all children have additional experiences beyond the classroom. These will enable them to demonstrate well a wide range of new skills in a variety of contexts. Staff should also ensure that children from the most disadvantaged backgrounds are supported well to enable them to demonstrate their skills and knowledge without facing additional financial costs.
- Senior leaders, staff and partners should consider how the tracking of achievements links to skills progression. This would support children to articulate the skills they are developing while taking part in the wider opportunities offered by school and clubs, including those delivered by Active Schools.

### **Equity for all learners**

- The headteacher and her staff team have a strong understanding of the school's context. They recognise the need to continue their endeavours to close the poverty related attainment gap. Staff address barriers to learning in a range of ways. This includes the provision of a breakfast club and access to preloved items of uniform. This is impacting positively on attendance for a few targeted children and promoting wellbeing for children who require this support. Families are also supported when children require funds for school trips and excursions. A significant number of children facing socio economic challenges also require help with their learning. The headteacher uses PEF for additional staffing and resources appropriately to support children to improve their learning. This includes resourcing interventions to close the attainment gap in literacy, numeracy and social and emotional wellbeing.
- Widening children's life experiences, is a school focus to lessen the impact of poverty. This includes taking children out of school beyond the local area to experience a range of unfamiliar and exciting environments. Children's health and wellbeing is improving as a result. Senior leaders now need to continue to gather accurate information on the impact and success of

interventions on children' progress in learning. Staff should ensure homework and other tasks are accessible to all families.



## 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.