Summarised inspection findings

Burnside Primary School

South Lanarkshire Council

4 June 2019

Key contextual information

Burnside Primary is a non-denominational primary school in South Lanarkshire. Currently the school has a roll of 388 split across 14 classes. Around 30% of children attend the school as a result of placing requests. The school was relocated to another building for 18 months while the new school was built on the original site. Children and staff have been in their new building for two years. After having a very stable staff for a number of years there has been a significant number of staff changes including the appointment of two depute headteachers.

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 developed a welcoming, nurturing and supportive ethos across the school. She has established a culture where staff at all levels are engaged in the change process. When implementing change, the headteacher has taken account of the move to the new school and significant changes in staffing. With the leadership team now established and a stable and committed staff team in place, there is scope for the pace of change to increase.

■ Children, staff and parents were involved in reviewing the school vision and values in 2016. Children created a school motto and selected a set of 'High 5' values linked to the wellbeing indicators. As a result, there is a strong, shared understanding of the aspirational vision across the school. The values are visible in the interactions between children and adults across the school. Regular opportunities are provided for children to explore the vision and values through a well-planned assembly programme. Current plans to further promote the vision and values across the wider school community will provide a strong platform for underpinning future development work. This will further embed the vision in the life and ethos of the school.

■ The headteacher is committed to providing leadership opportunities at all levels. Almost all staff have a leadership role or additional responsibility within the school. Teachers' involvement in working groups, leading curricular developments and mentoring new colleagues are all contributing to a culture of distributive leadership. All support staff have an area of responsibility, this ensures leadership is valued by all. The headteacher and leadership team should now ensure they have a strategic overview of the progress of ongoing developments. This will support them in guiding the strategic direction of the school and ensure all changes lead to improved outcomes for all children. Commendably, a few parents have taken on leadership roles within the school. They have delivered staff training linked to their own personal and professional expertise.

■ There is an effective Professional Review and Development (PRD) process within the school. It is clearly linked to the General Teaching Council for Scotland (GTCS) professional standards. Teachers' targets take account of school priorities and their individual development needs. They are committed to their own development and engage in a range of professional learning.

Teachers would now benefit from a more structured approach to professional enquiry and further opportunities to use research to inform their practice.

- The senior leadership team carries out quality assurance activities including class visits. Conversations with learners have not been as frequent as planned over the last year due to members of the leadership team covering classes. We have asked senior leaders to review their approaches to quality assurance. In agreeing quality assurance approaches, senior leaders should ensure they are regular and rigorous. It will be necessary for all staff to engage with these activities to further improve learning and teaching across the school.

- The headteacher recognises the need for a more focused approach to self-evaluation. Reviewing the remits of senior leaders to ensure a stronger focus on the strategic leadership of the school will support this. In taking forward their reviewed remits, the leadership team should ensure the impact of change and the quality of learning and teaching is central to their work.

- All children are involved in decision making through the termly 'Burnside Big Blether'. Children talk very positively about changes that have happened as a result. The recent 'Big Blether' focused on anti-bullying, this supported children in understanding the types of bullying that can occur and how to deal with this. They are excited about plans to create a pupil booklet to further support this work. The headteacher and leadership team should build on this to involve children more in self-evaluating the work of the school.

- All children in Primary 6 and 7 have leadership roles within the school. These include playground monitors and lunch hall leaders. The depute headteacher worked with the chaplaincy team and Active Schools coordinator to create a training programme for playground monitors and buddies. This is supporting children to develop the skills required to lead activities for younger children in a meaningful way. There are a number of pupil voice groups including sports council, pupil council, and eco committee. These groups have representatives from each class and are increasingly involved in activities linked to priorities in the school improvement plan. Staff should build on this work making more explicit links with national priorities such as 'Developing the Young Workforce' and 'Career Education Standard 3-18'.

- The school is implementing its plans for Pupil Equity Funding (PEF). A support assistant funded through Pupil Equity Funding provides a range of literacy and wellbeing supports for children who require additional help with their learning. The school should continue to develop approaches to monitoring and tracking the impact of these interventions on children's progress and attainment.

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

- Overall, the quality of learning, teaching and assessment across the school is good with a few very good examples. In all classes, there is a calm, purposeful learning environment. Children value the importance of being a responsible member of the school community and the majority have opportunities to participate in committees and pupil groups. The 'High 5' values' created by children promote a very positive, caring ethos, which is evident in all classes. All children are respectful towards each other as they learn together in their classrooms. Senior pupils articulate well, the school's aspiration that health and wellbeing is at the heart of all that they do.

- The Eco Committee worked effectively with local charity, Grow 73, to secure funding for outdoor learning events. Staff should build on this strong start to further develop and embed approaches to outdoor learning. A successful career day was held in the school. Parents and community partners were involved in providing a meaningful context for learning about the world of work and volunteering.

- Almost all children are attentive and show good levels of concentration as they learn. In a few classes, children have opportunities for choice within their learning. Recent development of the literacy and numeracy curriculum is beginning to have positive impact on learners across the school. Teachers should continue to share good practice to further improve approaches to learning and teaching across the school. Planned work to agree on the features of high-quality learning experiences at Burnside Primary is a positive next step.

- All children have opportunities to share their views and to set termly class and group targets. The introduction of 'Chatty Tuesdays' has helped children to develop confidence and social skills through nurturing opportunities for group talk. In most classes, children make effective use of digital technologies to practise numeracy and literacy skills using online games. Children would benefit from more regular opportunities to access a wide range of digital technology across the curriculum.

- Almost all lessons start with whole class direct teaching followed by group and individual work. In the majority of lessons children have opportunities to work together in pairs and small groups. Overall, staff provide clear explanations and ensure children understand the purpose of their learning. Almost all teachers use questioning effectively and interact well with children to support and challenge thinking and build on prior learning. Teachers should ensure planned learning experiences meet the needs of all learners. Children across the school would benefit from a brisker pace and more challenge in their learning.

- Across the school, children are provided with positive and encouraging feedback about their learning, particularly in writing. Most children understand their next steps and are making good progress. Children have opportunities to self and peer assess their writing to ensure

targets are being reached and progress maintained. This is supporting children to reflect on and evaluate their writing. Teachers have worked collaboratively to improve assessment in writing. They use this to track progress and attainment and to identify next steps.

■ Teachers make good use of a range of assessment data to support their professional judgements on achievement of Curriculum for Excellence levels and to measure progress in learning. Most teachers are engaging in school and cluster moderation activities. Further opportunities to work collaboratively using the moderation cycle, will continue to support staff to develop a shared understanding of progress and achievement of a level across the curriculum. Senior leaders and staff plan to streamline assessment processes and plan assessment in a more holistic way.

■ Through termly learning and teaching consultations senior leaders and teachers discuss the progress in learning and attainment for groups of learners. Teachers use a range of long and short-term planning approaches.

2.2 Curriculum: Learning pathways

■ Senior leaders plan to refresh the curriculum rationale. This will provide an opportunity to ensure the curriculum reflects the school's values, unique local context and promotes creativity and personalisation and choice. In doing so they should refresh their current interdisciplinary learning (IDL) contexts to ensure relevance for children in Burnside Primary. It will be important to engage all stakeholders in this work.

■ Staff have access to progressive learning pathways for all areas of the curriculum. They are beginning to refresh these pathways to take account of national benchmarks, for example, in numeracy and mathematics and technologies. Staff should continue to review learning pathways for all other areas of the curriculum to ensure breadth, depth and progression in learning. Children do not yet experience quality and progression across expressive arts or social studies.

■ Across the school, children are provided with a few opportunities to develop skills for learning, life and work. The development of a skills progression pathway, reflecting the Career Education Standard, has been identified by staff as a priority. Using the already established links with partners and local businesses will support this work.

■ Digital literacy is developing well. Lessons are planned to include clear skills progression. Children across all stages enjoy coding. Children are provided with opportunities to develop and apply their skills in literacy and digital learning in meaningful and relevant ways across a range of different contexts.

■ Children are developing their understanding of their environmental responsibilities through the school's Eco work. The work in the school grounds with the community group, Grow 73, is a strength of the school. The commitment to learning for sustainability has been recognised through the fourth Eco Green Flag award.

2.7 Partnerships: Impact on learners – parental engagement

■ The school has developed positive relationships with parents. They are actively encouraged to be part of the school. As a result the school benefits from a range of volunteers including those who run the school library and credit union, participate in the gardening club and help in classes. Commendably, a few parents have delivered training to school staff and there are plans for these parents to support curricular developments within the school.

■ Burnside Primary has an active and supportive Parent Council. They organise school discos, the Christmas Fayre and social events for parents. Funds raised through these events are used to pay for a range of resources, an educational trip for each class and the annual pantomime.

■ Almost all parents who responded to the pre-inspection questionnaire feel the school gives them advice on how to support their child's learning at home and most report the school organises opportunities for them to learn together with their child. A few parents feel that their child could be challenged more in their learning. To support development work in literacy, staff have hosted parent workshops and created information leaflets for parents to support their child with reading. Evaluations of these are very positive and parents would welcome similar supports for other curricular areas.

■ Parents are kept up to date about school events through newsletters and the school app. Teachers issue class updates with an overview of planned learning each term. They use the school social media feed and class blogs to share information about the life of the school with parents. While parents are positive about the class blogs, they would like a more consistent use of these across all classes.

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

■ There is a strong ethos of care and support across the school. Children take pride in attending Burnside Primary School and show respect for adults, peers and the wider school community. Relationships between staff, children and their peers are very positive and most children say they enjoy their learning. All staff and partners are pro-active in promoting positive relationships. Together, they create a climate where all children feel safe and secure.

■ Throughout the school there is a warm, welcoming atmosphere. This reflects Burnside's strong commitment to nurturing approaches and reflects the school's recently revised values. All staff are sensitive and responsive to the wellbeing needs of children. The introduction of nurture greetings and daily check-ins with children, alongside 'Chatty Tuesdays', ensure staff have regular opportunities to check on children's wellbeing. When concerns are raised adequate and timely support is provided. Children speak very positively about these approaches and are confident that they can talk about worries or concerns with staff. They feel listened to and are confident that their concerns are addressed. A free daily breakfast club is available to all children. This is accessed by a high number of children and is valued by those that attend.

■ Wellbeing lies at the heart of the school's work. Children know the wellbeing indicators well and can speak with confidence about aspects of their life that contribute to their wellbeing. They can articulate how they can make positive choices to improve their wellbeing. Children chose their 'High 5' values of safe, healthy, active, respected and responsible when the school vision and values were refreshed. The wellbeing indicators are displayed prominently throughout the school. Most children who responded to the pre-inspection questionnaire agreed that the school helped them feel safe. They trust the adults in the school and use class worry boxes to share any concerns they have. Most children who responded to pre-inspection questionnaires agreed the school helps them to lead a healthy lifestyle and have opportunities for regular exercise. Children know about healthy choices, the Pupil Council have developed a 'snack swap' where children can exchange less healthy snacks for fruit at their break. The views of children who did not attend afterschool clubs were taken into account by the Active Schools coordinator. Changes to the programme following this feedback resulted in an increase from 61% of children attending an active club to 82% within one year. Children value opportunities to have their views heard. Children who spoke to inspectors were very positive about the 'Burnside Big Blether'. They could confidently talk about how their views are taken into account and are leading to positive change within the school. Engaging children in learning linked to the United Nations Convention on the Rights of the Child (UNCRC) would further support this work.

■ Across the school, all staff are aware of their responsibilities in relation to Getting it right for every child (GIRFEC). They refer to the wellbeing indicators in dialogue with children. On

planned occasions, during the session, children self-evaluate their wellbeing using a self-assessment document.

■ Promoting positive behaviour is embedded in day-to-day life at Burnside Primary. There is a respectful culture and ethos where promoting positive relationships and behaviour is highly evident.

■ The school recognises that celebrating achievements is an important aspect of developing children's emotional wellbeing. Celebrations of children's individual achievements from both within and out with school are given a high profile through assemblies, wall displays and the 'Golden Book'. The school's 'Secret Superstar' forms allow children and families to share a wide range of out of school achievements. Children told inspectors they are proud when they receive recognition for their achievements. This is helping children to appreciate the talents and skills of their peers. Children value being able to choose if their achievements are celebrated publicly or privately.

■ The school has a wide range of afterschool and lunchtime clubs for all stages across the school. Uptake of these clubs is tracked and monitored. Children across the school spoke positively about the range of clubs and their participation, they value the opportunities they have. A range of partners, including Active Schools, Grow 73, and the chaplaincy team support the school effectively and often run or contribute to these clubs. As a result, most children participate in a club and many clubs now have waiting lists.

■ All staff within the school undertake annual child protection training. Pastoral notes are kept securely within the school's SEEMiS recording system and are monitored by senior leaders. Commendably staff have developed and embedded an 'early alert' wellbeing system. As a result, wellbeing concerns are identified promptly and early intervention to support children and their families is well planned and implemented.

■ Staff have a good understanding of legislative requirements. For example, the school has effective procedures for identifying and supporting children who may require additional support. The school uses a staged intervention model which supports children to make positive progress.

■ Staff undertake professional learning, which supports them to understand children's individual needs. Recently, staff identified the need to increase children's resilience. They accessed professional learning linked to resilience and have implemented strategies to support this across the school. This is having a positive impact on targeted children.

■ The headteacher monitors attendance and punctuality regularly. There are clear and effective procedures in place for addressing non-attendance to ensure that no children are at risk of missing out.

■ The school ensures that religious observance opportunities are planned and delivered across the year. This is very well supported by the chaplaincy team from the local church, who visits the school to lead reflection time. Through religious and moral education and health and wellbeing, children are provided with opportunities to explore a range of beliefs and to challenge racism. Senior leaders now need to ensure that the curriculum offers sufficient opportunity for children to develop their awareness of diversity and protected characteristics in a planned and progressive way, across the four contexts for learning.

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

- The overall quality of children's attainment is good. Across the school, most children make good progress from their prior levels of attainment in literacy and numeracy. Children who need additional support with their learning are making good progress.

- Data provided by the school illustrates that most children at P1 and P4 are on track to achieve appropriate levels across literacy. Almost all children at P1 and most at P4 are on track to achieve appropriate levels in numeracy. The majority of children at P7 are predicted to attain second level in literacy by June 2019 and most in numeracy. Inspection activity, including class observations across all stages, analysis of data, sampling of children's work and engagement with children in a number of focus groups and discussions, supports the school's predicted data.

Literacy and English language
Listening and talking
- Almost all children listen very well in class. Most children working towards early level talk clearly to others and are confident to recount stories they have heard in class. They are developing skills in hearing and saying initial and pairs of sounds. Most children at first level are beginning to take turns and contribute at an appropriate time when others are talking. They are eager to share ideas in group and class discussions. They recognise the difference between fact and opinion in group tasks. Most older children respond well to literal and inferential questions. They enjoy making questions for their classmates. They are articulate in demonstrating their understanding of texts and deliver presentations with confidence, humour and skills. We have asked staff to ensure all children have the opportunity to participate fully in class and groups discussions, and ensure that quieter children are not overlooked.

Reading
- The school is implementing a revised approach to the learning and teaching of reading. Children have access to high quality texts in class and engage in appropriately challenging reading activities. Parent volunteers support improvements to the use of their school library. Children also tell us they enjoy reading their own books out with school. As a result of this shared commitment, there is a love of reading across the school and children are making very good progress. At early level, most children are developing confidence and skills in reading texts aloud and finding simple information. Children working towards first level use punctuation well to support their reading with expression. They can use text and illustrations to identify the main ideas in books they are reading. Children working towards second level use reading skills well to research and select information from a range of sources, including digital texts and the internet. They use the information in their writing and presentations. Children we engaged with at both first and second level confidently explain their preferences for choosing particular genre and authors. Humorous stories and fantasy novels are particularly popular.

Writing

■ Children at early level form their letters correctly. Most spell familiar words correctly and a majority use their knowledge of sounds to attempt unfamiliar words. They use drawings and common words to record their learning, for example during simple science experiments. At first level, there are a few examples of very high quality writing. Children enjoyed writing an adventure story, using appropriate vocabulary, and using paragraphs well to separate thoughts and ideas. At first level, there is not yet a consistent standard in the quality of children's work. Older children we engaged with are very enthusiastic about writing. Most are motivated by the tasks set, and particularly enjoy imaginative writing where they have freedom to use their own ideas and write at length. In their 'taught writing' most children are confident in their use of accurate punctuation and structure. In the best examples, presentation is of a high quality and children know that layout enhances their work and engages the reader. In discussion, they recognised that the books they read for enjoyment are influencing their vocabulary and writing. As the school continues to support children to develop and improve their writing, it is important that children are offered more opportunity to write across the curriculum. The standard of children's work, for example across inter-disciplinary learning, is not of a sufficiently high standard.

Numeracy and mathematics

■ Overall, attainment in numeracy and mathematics is good with almost all children achieving early level and most children achieving at first and second level. Children show understanding of number, money and measure and can discuss processes and strategies within calculations appropriately. The senior leadership team are aware that staff need to further develop numeracy across the curriculum and create opportunities for applying numeracy skills in new and unfamiliar contexts. This will provide children with rich and engaging experiences to deepen their learning and improve attainment.

Number, money and measure

■ At early level almost all children are developing skills in ordering and counting to 20 and beyond. They confidently count and engage in addition and subtraction, explaining well how they achieved success in their calculations. Most children at first level can round whole numbers to the nearest 10 and 100. They identify correctly the value of each digit in a whole number with three digits. They understand addition within £10 and can calculate change accurately. At second level most children estimate and round numbers accurately. Most demonstrate good knowledge of place value to 1,000,000. In discussion and in written work, they can explain the link between a digit, its place and its value for whole numbers to 1,000,000. They can simplify fractions and convert these to decimals and percentages explaining the process well. Most children can add and subtract whole numbers and decimal fractions to two and three decimal places.

Shape position and movement

■ At early level almost all children are developing their understanding of two-dimensional shapes and can describe some of their properties. They understand and correctly use the language of position and direction, including in front, behind, above, below, forwards and backwards. Most children at first level identify symmetry in patterns, pictures, nature and 2D shape. They can identify and draw 3D objects, naming properties of most familiar 3D objects. Most children can identify, describe and draw right angled triangles. At second level, most children can discuss properties of a range of angles. They can draw angles including right angles, acute and obtuse angles. They can correctly name the properties of a circle such as circumference and diameter.

Information handling

- At early level children have opportunities for sorting and matching as they engage in learning activities and games. Most children at first level can answer questions to extract key information from a variety of data sets including bar charts and tables. They are able to talk about chance and uncertainty, describing how likely or unlikely an event may be. Most children at second level can collect, organise and display data accurately in a variety of ways including line graphs and pie charts. They can analyse, interpret and draw conclusions from a variety of data. There is scope for the school to explore this further within real life contexts promoting the use of technologies to gather and display data. Most children at second level are developing their knowledge of chance and probability..

Problem solving

- Across the school, children would benefit from more regular and varied problem-solving challenges, which require them to apply their numeracy and mathematical knowledge, or to explore learning through an active play-based learning experience. Learners at second level are able to articulate the importance of mathematics and numeracy in the world of work.

Attainment over time

- Senior leaders acknowledge, that data gathered in the past has not always been reliable or robust. This means that the school's illustration of attainment over time is not as accurate as they would wish. In the last two years, staff confidence in assessment and making professional judgement on children's attainment has increased, and as a result information gathered is now better reflecting children's progress. We have discussed with school leaders, the need to track individual progress over time, and the progress of each class as they move through the school. They are aware of dips in attainment and possible causes for this. Staff recognise the need to ensure all learners sustain good progress and high levels of attainment as they move through the school, building on very good progress at early level. Effective use of new tracking systems will support improved analysis of children's progress. This should include careful monitoring of children facing barriers to learning, including those facing socio-economic challenge. Current tracking shows improving trends for children's progress in literacy and numeracy over the last year. The school does not yet track children's progress across all curriculum areas.

Overall quality of learners' achievement

- Children across the school display confidence as they tackle tasks in school and in their engagement with their peers, staff and visitors. They respect staff and each other and behave in a responsible manner as they move around the class and school. The whole school 'Big Blether' activities are helping children contribute to discussions around school improvement. They are proud of their school and eager to talk about their learning and achievements. Children have fun and develop skills in the wide range of clubs and activities they attend in and out with school. This includes high participation in Active Schools. Children and adults, including parents, use the 'secret superstar' form to nominate/identify individual achievements across a range of cultural and sporting activities. Children are proud to receive certificates at assemblies and success is also celebrated through social media. Children care about their school and the wider community. They are sensitive to the needs of others. They have recently been awarded a fourth eco flag, and children are successful in regular fundraising for charities.

- There is now scope for the school to find a manageable approach to tracking both children's achievements and participation. This includes a focus on monitoring the participation and success of children facing barriers in their learning and/or lives. As the school continues to improve children's opportunities to develop skills for learning life and work, staff should support children to understand the skills they are developing across their learning and wider achievement.

Equity for all learners

■ School staff are committed to supporting all children to do their best. We have asked school leaders to ensure all staff have a shared understanding of equity for all learners. This should include deeper knowledge of the national priority to close the poverty-related attainment gap and for staff to have a clearer understanding of the difference between equity and equality. There is a need for staff to reflect on plans to promote equity of success and achievement for all children, including those who face challenges in their lives. The school has made use of Pupil Equity Funding to employ additional support staff. Staff are deployed to support improvement in literacy and wellbeing. School leaders should carefully monitor the impact of these interventions to ensure targeted children make sufficient progress in their learning.

■ All staff know children and their families very well. There are positive relationships in all classes and across the school team. Children are polite and very well behaved. Staff are aware of the varying needs of children in their class. They are sensitive to children's personal circumstances and are very caring towards all children. Staff plan learning and teaching across the curriculum. These plans take account of children's prior learning and achievements. There is evidence of differentiated planning in literacy and numeracy, but not across the wider curriculum. Children enjoy participating in planning 'big questions' in their IDL topic. Staff should ensure this does not dilute/divert the potential for deep and relevant learning across the curriculum.

■ Senior leaders and staff have a clear overview of the needs of children who require additional support with their learning. They engage effectively with a range of partners, including the educational psychology service and additional support needs central teams. This ensures children and their families are supported well, where appropriate, with individual plans and targets. Staff leading this aspect of the school's work follow local authority guidance and take account of relevant legislation. Staff work well with individual families to support health and learning challenges. This is managed sensitively to ensure children are fully included in the life of the class. The school is using the additional staff member funded by Pupil Equity Funding to target individual learning needs in literacy. The interventions to support learning are beginning to have a positive impact on children's learning. The school should continue to monitor the progress of children who face socio-economic challenge across the wider curriculum and provide appropriate support and intervention as required. Staff are also aware of the needs and talents of children who are highly able. This includes providing appropriately challenging tasks. We have asked staff to ensure children experience breadth, depth and challenge across the curriculum before they are moved through Curriculum for Excellence levels. Children across the school need more opportunities to demonstrate their skills and knowledge in unfamiliar settings.

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.