

Summarised inspection findings

Bualnaluib Primary School and Aultbea Nursery

The Highland Council

27 August 2019

Key contextual information

Bualnaluib Primary School is set in a rural location about a mile outside the village of Aultbea, with panoramic views across Loch Ewe, Isle Ewe and the Torridon hills. The building dates back to the Victorian era, but is fully modernised and well-equipped. There are two large, bright classrooms, a multi-purpose hall, cloakrooms, a library area and an annexe in the former schoolhouse. At present the school has 22 pupils, divided between the two classrooms: 15 pupils in P1-P3 and seven pupils in P4-P7. The pre-school is located off-site within Aultbea Nursery, a purpose-built facility.

1.3 Leadership of change

very 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

- Bualnaluib Primary School provides a very welcoming, nurturing and inclusive environment for learning. Very positive relationships based on mutual respect are evident across the school community. Staff have a very good understanding of the social, economic and cultural context of the whole school community. Staff know their children and families very well.
- The school has a positive ethos underpinned by its well established shared vision, values and aims. The school vision, TEAM, TEAM, BPS, (Blossoming Pupils for Success), was developed in consultation with children, parents and staff. Children have a clear understanding of what the school's vision means to them as learners. All staff are positive, supportive and collegiate in their approach, which leads to a strong sense of teamwork.
- A variety of self-evaluation activities are used very well to gather feedback on the work of the school including the use of a working wall in the staffroom "How are we doing?" to record progress. Questionnaires and focus groups are used to gain feedback and views from parents, children and partners. Recently staff have undertaken leadership training which is impacting positively on their self-evaluation processes.
- Effective self-evaluation, which involves all staff is resulting in real ownership of the improvement priorities. The headteacher consults with her staff team to manage the pace of change effectively by focusing on a small number of well-considered priorities. The school improvement plan includes helpful details about the arrangements for Pupil Equity Funds (PEF).
- The headteacher encourages staff to access continuing professional development in line with their own personal development or the school improvement priorities. She empowers her staff to be creative, innovative and to use practitioner enquiry to influence change processes. Staff have accessed training and have lead developments in the teaching of spelling and numeracy. They also take a lead role in developing digital literacy across the cluster. PEF has been used well to develop these active approaches to the teaching of literacy and numeracy. New

diagnostic assessment approaches have also ensured that the needs of children with additional support needs are met appropriately.

- Children consider that their voice is heard and their views and opinions are sought and valued. Recently, they were consulted and then purchased new toys for the playground including a mud kitchen, swing ball and dinosaur land. Most children are given the opportunity to take on leadership roles for example Junior Road Safety Officers (JRSO), Eco schools and Digital Leaders. JRSOs lead an assembly to inform children about keeping safe on the roads. These opportunities could be extended further to include all children. Children also have opportunities to make positive changes to their school and local environment for example the pocket orchard, the Spinney, village litter pick and growing plants for the garden.

2.3 Learning, teaching and assessment

very 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 and culture throughout the school is nurturing and inclusive. Very positive relationships are evident across all stages. Children participate eagerly in their learning. They are highly motivated and fully engaged in the active learning opportunities provided for them. Children interact well with each other when working in pairs and groups. Cooperative learning strategies motivate learners and fully engage them in their learning. Teachers plan well-differentiated lessons, providing appropriate targeted support where required. Almost all children are very respectful and listen carefully to their teachers and their peers.

The positive ethos across the school helps children to feel valued. Children have opportunities to lead their learning. For example “digital leaders”, older children supporting younger children to develop their digital skills. The introduction of new tablet computers is extending and enriching the children’s learning and enabling them to exercise choice and to develop their coding skills. Recently older children chose to develop a very successful technology project focussing on building bridges. This developed the children’s skills in science, technology, engineering and mathematics (STEM). The outcomes for children were very positive as they were very motivated by this area of interest. Children make choices about their learning particularly at the beginning of new interdisciplinary learning.

- The school has a well-established and shared vision and values. The vision is evident in the active approaches to teaching and children are very familiar with it. Teachers demonstrate creative approaches in providing a wide range of interesting learning contexts for children’s learning. Teachers and children speak enthusiastically about the learning opportunities within the building, school grounds and the local area. For example the school provides a range of outdoor learning experiences for children including a woodland project, forest schools, orienteering and environmental art. These support the development of resilience and science and technology skills in all children across all stages. As a result, children are motivated to learn and almost all engage enthusiastically in their learning.
- Teachers almost always provide clear explanations and instructions for children in their learning. Children are clear about the purpose of their learning and what they need to do to be successful learners. Teachers make effective use of questioning skills to ask children to justify their answers and explain their thinking. Children are now familiar with the purpose of these higher order thinking skills and respond well to the challenge. They talk knowledgeably about them in appropriate contexts. They self and peer assess and choose pieces of work of which they are proud to display in the school explaining why they have chosen them. Teachers observe children learning independently and intervene appropriately to extend the learning and to plan future learning opportunities. Teachers provide constructive feedback to children both written and oral to inform and support their next steps in learning.

- There is a well-considered and thorough approach to planning assessment across the school, which is supporting staff and children to understand the purpose of learning very clearly. Teachers interact very well with children and make effective use of assessment in the course of teaching to inform well-timed interventions and agree next steps in learning. Differentiation ensures that almost all children are being taught at appropriate levels in literacy and numeracy. Active learning approaches encourage most children to be independent learners and to take responsibility for their learning.
- Teachers provide helpful feedback to children, through written comments, dialogue and effective classroom displays. Teachers have regular learning conversations with children and discuss and agree next targets for their Personal Learning Plans. This helps children to view themselves as learners and be clear about the purpose of their learning. Key assessment tasks are planned and shared with children as part of the planning process. Children and parents comment on the outcomes of these assessments and these then inform the next steps in learning. These assessments are also used as part of the moderation process. Teachers benefit from working with their stage partners in another school nearby to develop these key assessment tasks and moderation activities.
- Children's progress in learning is tracked and monitored well using the local authority tracking system. The Scottish National Standardised Assessments are used along with other standardised and formative assessments to ensure that children are making progress in their learning. As a result, children who require additional support or challenge with their learning are identified at an early stage and effective interventions are then implemented timeously to support their learning progress.

2.2 Curriculum: Learning pathways

- The school has a clear curriculum rationale based on sound values and principles. It reflects the school context and its local community. The curriculum is delivered within the four contexts for learning and crosscutting themes are being developed for example enterprise, sustainability and global dimensions. Children at all stages across the school apply the skills they have learned across the curriculum in meaningful contexts for learning. The curriculum is planned over a three-year cycle to provide breadth, challenge and application to the learning experiences of all children. This ensures that children are motivated and engaged in their learning to further develop their knowledge and skills.
- Staff have developed a very clear curriculum framework which includes planning for digital learning, interdisciplinary learning, working with partners and enabling wider achievements. A wide range of partners contribute to and enhance the curriculum. The school works in partnership with parents, the wider community and partner organisations to provide learners with a wide range of quality learning experiences. For example, Feis music, Royal Society for the Protection of Birds (RSPB) and Countryside Rangers, Laide Community Wood, Gairloch Heritage Museum – WW1 Project, and Photography in the Environment.
- The local authority provide progression pathways for all curricular areas. These are linked to the National Benchmarks. Teachers use these to plan teaching and learning experiences for the children including key assessment tasks. These are used to track and monitor the children's progress in learning, including children who require additional support. They support children to build on prior learning and ensure appropriate progression for all learners.
- Developing the Young Workforce and skills for learning, life and work are areas which should be further developed and embedded within teaching and learning contexts.
- Transitions from nursery to P1, from stage to stage and from P7 to S1 are well planned with enhanced transitions in place for children who need it.

2.7 Partnerships: Impact on learners – parental engagement

- All parents are very positive about their relationship with the school. They are confident about raising concerns or offering suggestions. They welcome the school's open door policy and find the headteacher and all staff to be very approachable. They were fully consulted and involved in the development of the school's vision, values and aims.
- Parents are actively encouraged to engage with their children's learning. Recently they were invited to attend a workshop about a new approach to the teaching of spelling. This event was well attended and evaluated very positively by parents. They are asked to comment on key assessment tasks regularly. Parents also comment positively on the fact that they receive regular updates about their children's progress throughout the school year. Children take their Learning Journals home regularly and parents enjoy attending open days, finding them very informative. Children invite parents into school to share their skills as professionals and enhance their learning, for example, a parent who is a builder worked with children to offer advice when they were designing and building bridges.
- The Parent Council supports the school's inclusive ethos very well. They are committed to supporting the headteacher and the school community. They consider that the headteacher listens to their views and acts upon them when reasonable for example changing the school's approach to homework. They were consulted about spending the PEF allocation and offered suggestions which were taken on board.

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. At the time of the inspection, there were no identified areas for development.

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

- Ensuring children's wellbeing is a major strength of the school. As a result, this is having a positive impact on how well the children learn and achieve. On a daily basis the school uses a variety of approaches to successfully prepare children for learning. 'Soft Start,' for children in P1-P3 and Learning Zones in P4-P7 enable children to start the school day positively, allowing them to make choices in their learning activities. This provides worthwhile opportunities for staff to observe and interact with children making use of emotional check-ins every morning. Children regulate their emotions at points of transition throughout the school day in readiness for learning. They have a very good understanding of the relationship between their emotional wellbeing and their ability to learn. Children at the early stages are learning to be "Resilient Kids". Almost all children understand the challenges faced by some children who find it harder to learn.
- Almost all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. They appreciate that health and wellbeing, including emotional literacies are important elements of school life. Almost all children are able to discuss knowledgeably their learning in health and wellbeing. They now need to be guided to understand and reflect on their personal health and wellbeing. As part of this process they would benefit from setting focused and specific wellbeing personal learning targets. Progress in health and wellbeing is assessed in Key Assessment Tasks against National Benchmarks.
- Staff promote the benefits of physical activity and almost all children are well supported to take regular exercise. Children of all ages have opportunities to attend after-school clubs such as short tennis, dancing, football and martial arts. Children are able to explain some of the physical, mental and social benefits of taking part in physical exercise. Teachers plan and deliver two hours of quality physical education (PE) each week.
- Almost all children demonstrate the agreed school values of teamwork, challenge, self-belief, kindness, creativity, determination, achievement, politeness, responsibility helpfulness and enjoyment. Most children have good awareness of the importance of children's rights. An increased focus on the United Nations Convention on the Rights of the Child will further enrich the children's experiences. The school is well placed to extend this work.
- The headteacher understands of her roles and responsibilities related to statutory duties. The school has well-established and robust procedures in place to identify children's individual needs. The school works with a range of partners to ensure that the needs of children requiring additional support are addressed in partnership with their families. This is a strength of the school.
- Staff recognise that children need to engage with their individualised targets routinely in order to understand what they need to do to achieve. The headteacher meets with staff regularly to

review the progress of children facing additional challenges and the effectiveness of targeted interventions. Clear guidance provides support to teachers in the early identification of children who face barriers to learning. As a result prompt action is taken. Children are very well supported to overcome any barriers they face to their learning. Staff make informed judgements about appropriate interventions to support children's development. A range of quality targeted supports are in place. Staff including support staff, are trained very effectively to deliver these supports. Children who have English as an additional language are very well supported with their learning.

- The school clearly values diversity and challenges discrimination. Children learn about a wide range of different religions through assemblies and the Religious and Moral Education (RME) curriculum. As a result, there are no incidents of bullying or prejudice. Cultural diversity is valued, celebrated and contributes to the richness of the school community.
- Children describe a range of ways they feel included and involved in school life. The pupil council is well established and effective at representing pupils' views. Children are encouraged to stand for election and are proud to be elected. The success and achievements of all children, both inside and outside school, are regularly celebrated at assemblies and in school newsletters. This develops their confidence and self-esteem. Children lead on organising charity events for example Children in Need, Comic Relief and Shelter. They have a link school in Malawi and children enjoy writing to their penfriends there.

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

- There are two multi-composite classes in the school. As every cohort has fewer than ten children, statements about progress have been made to ensure the anonymity of individual children.
- Overall, children's progress in English language and literacy and in mathematics and numeracy is very good. According to the data provided by the school, most children achieved the appropriate Curriculum for Excellence levels in literacy and most achieved appropriate levels in numeracy by June 2018, with some children exceeding national expectations in literacy and numeracy. Most children across the school are making very good progress from their prior levels of attainment. Children requiring additional support for their learning are making very good progress towards specific targets in their individual support plans. This is a result of the very effective approaches to inclusion and personalised support.
- Staff use standardised assessments along with a range of other assessment approaches to inform their professional judgements. The school has taken part in moderation activity with a school from their local cluster. These activities coupled with staff monitoring children's progress well is helping to ensure that their professional judgements are accurate. The school has made effective use of Scottish National Standardised Assessments as a diagnostic tool at P1, P4 and P7. Analysis of the data provided has been used to plan next steps in learning for those children.

Literacy and English

- Overall, attainment in literacy and English is very good. The development of the local authority Emergent Literacy programme and new approaches to spelling have improved attainment. Also, in the early years, the introduction of a new approach to the teaching of writing has motivated children to write and to enjoy their writing experience.

Listening and Talking

- Attainment in listening and talking is very good. Most children are developing and applying their skills well in listening and talking across the curriculum. Their skills in interacting with others have been developed by working collaboratively and by having talking partners. They listen well to each other in a respectful and mature manner. At early level, children listen and respond to others appropriately. They follow instructions well and are confident at sharing their ideas with their peers. At first level, children listen and respond to others in a respectful way for example asking and answering questions. They contribute to group or class discussions, engaging with others for a range of purposes and work well cooperatively. They are confident to share their thoughts and opinions with others. At second level, children show respect for the views of others and offer their own viewpoint. They can build on the contributions of others by clarifying points or supporting others opinions or ideas. They are confident in their presentation skills for example when sharing their learning about bridge building.

Reading

- Attainment in reading is very good. At early level, children use their knowledge of sounds, letters and patterns to read words. They can read familiar texts aloud with attention to simple punctuation. At first level, children can explain preferences for particular texts and authors. They can offer ideas about characters, writers' use of language, structure and setting. At second level, children can read aloud with fluency, understanding and expression using appropriate pace and tone. They can explain their preferences for particular texts and authors with supporting detail.

Writing

- Attainment in writing is very good. Across the school children write for variety of purposes and genres for example, reports, letters, character analysis and posters. They have opportunities to apply their writing to real life contexts for example WW1 posters designed by the older children will be displayed in Inverewe Gardens. They use digital technology with confidence to enhance their writing. At early level, children use a capital letter and a full stop in at least one sentence. They know which words to use to make their writing interesting. At first level, children can make simple plans for writing and can write well independently. They start sentences in a variety of ways to engage the reader. At second level, children create texts for a range of purposes and audiences selecting appropriate genre, form, structure and style. They can also make appropriate choices about layout and presentation of their writing to engage the reader.

Numeracy and mathematics

- Overall attainment in numeracy and mathematics is very good. Children enjoy their learning in numeracy and mathematics. Staff attribute the local authority active approach to developing pupils' understanding in mathematics as a factor in developing this positive attitude.

Number, money and measurement

- At early level, children can count forwards and backwards within 20 and can add to ten. They can apply addition and subtraction skills to pay for items up to 10p using correct coins. They can name the days of the week in sequence. At first level, children are confident rounding whole numbers to the nearest ten and 100. They can solve addition and subtraction problems with two and three digit whole numbers. They can use their knowledge of everyday objects to provide reasonable estimates of length and height. At second level, children are confident rounding numbers and can correctly describe the most appropriate units used for measurement. They can place decimal numbers in the correct order and can carry out money calculations involving the four operations. At first and second level children recently applied their skills in mathematics when designing and building model bridges. Across the school there should continue to be a focus on improving children's skills in problem solving and mental agility.

Shape, position and movement

- At early level, children can identify and describe common 2D shapes and 3D objects. They can use the language of position and movement, such as behind, above, forwards and backwards correctly. At first level, children can identify right angles and know that right angles measure 90 degrees. They can use mathematical language to describe the properties of common 2D shapes and 3D objects including side, face, edge, vertex and base. Children can accurately use the compass points: North, South, East and West. At second level, children can measure and identify acute, obtuse, straight, right and reflex angles, and can explain the difference between these. They know that complementary angles add up to 90 degrees and use this knowledge to calculate missing angles.

Information handling

- At early level, children can contribute to concrete and pictorial displays where one object or drawing represents one data value. They are familiar with block graphs. At first level, most

children can use tally marks to record information and are familiar with line and block graphs and pie charts. At second level, most children can present information using bar and line graphs and can draw accurate conclusions from graphs and charts. Overall, children would benefit from further opportunities to develop and consolidate their information handling skills. The use of digital technology would further enhance the children's experience.

Attainment over time

- The school uses a range of data sources to track children's progress over time including the Scottish National Standardised Assessments, standardised assessments and formative assessments. Staff are confident in analysing this data and use it well to predict outcomes for individuals. This ensures that almost all children consistently make progress in literacy and numeracy. It also highlights children who require additional support so that their needs can be met effectively. The headteacher regularly meets with staff to track individual children's progress over time.

Overall quality of learners' achievements

- Children's achievements, both in and out of school, are celebrated and shared. Children and parents are very proud of their year book "What's the Craic?" in which they record all their achievements and highlights of the school year. Children write reports for this book and are very involved in its development. They regularly record their achievements in their Learning Journals. Staff monitor these and because of the small number of children in the school they know the children very well and have a clear insight into their interests both in and outwith school. If staff are aware that children are not participating in clubs or after school activities they will talk with parents and in consultation with the child find an activity that suits their interests. Wider achievements should now be tracked at whole school level and linked to skills for learning, life and work.
- The school and community groups provide a range of after school clubs for all children including craft/drama props and scenery, martial arts, Shipmates, hockey, football, dance and short tennis. Children are consulted about the activities to be offered and their suggestions are taken on board. The school participates in inter-school sporting tournaments, for example, football and cross country. This allows children opportunities to develop a range of skills.
- A range of leadership opportunities exist for children including the pupil council, eco committee, digital leaders and JRSOs. There is scope to increase these so that every child in the school has a leadership role.
- All children benefit from planned trips and visits to enhance their learning experience. For example older children were taken to Fort George, which is the Highlander Museum, courtesy of the Gairloch local museum to extend their learning experience about WW1.

Equity for all learners

- Staff know their learners very well and have a clear understanding of any barriers to learning they may have. Staff are very effective in planning interventions to address individual children's needs. The headteacher and staff have identified gaps in attainment for individuals and are taking steps to address these. They have very effective systems in place to monitor attainment for all children within the school.
- PEF has been used for additional staffing and literacy and numeracy resources to improve attainment. There is emerging evidence of the positive impact this is having on attainment for identified children. The school has systems in place to ensure all children take part in activities and trips. PEF enabled children to participate in a residential trip last session and this will be repeated next year.

Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
 - Collaborative planning and delivery
 - Continuity and progression in learning
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- Well planned transition programmes are in place for children and their families when moving from nursery to P1 and from P7 to Gairloch High School.
 - At the early stages the nursery handbook and the school website provide helpful information and support for families. P1 children visit the nursery for play sessions in the winter term. A comprehensive programme of planned visits from nursery to P1 is in place so that children can be introduced gradually to all aspects of school life. This includes for example the nursery children joining P1-3 for Safe, Strong and Free sessions, snack, playtime and Easter craft sessions. In June nursery children spend two mornings in the P1-3 class and have lunch. Leaflets are available for the whole school community to ensure equity of provision regarding transitions. Information on pre literacy and numeracy activities leaflets are provided to develop parental awareness of the curriculum in early years. All curricular and learning information is shared with P1 staff well before transition including developmental overviews and Learning Journey folders. Effective joint working with a range of partner agencies ensures that the needs of children who require additional support are planned for at an early stage through the Early Year's Collaborative. Playful pedagogy in P1 is continued from the nursery and is structured to meet the developmental stages of the children which ensures a smooth transition.
 - A well-established calendar of events across the Associated Schools Group (ASG) supports transition from P7 to S1 over the school year. This includes for example, Sports Festivals; Cross Country Event; ASG P7 trip to Safe Highlander safety awareness event; Wild Places - three day outdoor learning project and two timetabled induction days in June. All P7 pupils are given an induction pack to support the transition process. Biannually a P6/7 ASG residential trip is organised to allow the children to begin to build relationships before transition.
 - Principal Teachers of mathematics, English and modern languages visit primary schools in the summer term to engage with upper primary classes in Literacy and numeracy and to meet P7 pupils in their own environment. The Principal Teacher of Learning Support from the high school meets with the P7 teacher to discuss the needs of individual children and prepare a pupil profile sheet. Effective systems for tracking, monitoring and profiling ensure that there is a shared understanding of the progress of every child. A P7 Parent Evening is held at Gairloch High School and this is well attended by children and their parents. Positive feedback from children when they return from induction days indicates that they feel well supported throughout the induction process.

Practice worth sharing more widely

Active approaches to the teaching of numeracy in the P1-3

- Over recent years the P1-3 teacher has been trained in the Highland Numeracy approach, which is an active and progressive approach to the teaching of concepts in numeracy and mathematics. New concepts and strategies are taught using a multi-sensory approach including the use of materials so that the children have a clear understanding of what they are being taught. She has worked very hard to embed this approach in her class and has delivered training across the cluster. The headteacher has fully supported this development. The children respond very well to this approach and are very motivated and engaged in their numeracy and mathematics learning. They speak very positively about how they enjoy their learning in this area. Assessments show that the children are making very good progress in their learning and retention of concepts taught has improved due to continuous consolidation and reinforcement of learning. Support staff are also trained so that they are able to support the children's learning appropriately. They are also very motivated to support this area of the curriculum as a result of the training and support they receive. Parental workshops have been held and were well attended so that parents also have a clear understanding of how their children are being taught and how they can support their children's learning.
- The impact of this approach is evident in the improved level of children's engagement and their positive attitude to learning in numeracy and mathematics. Also, the improved progress of children's learning and their levels of understanding of numeracy and mathematics concepts.

Key processes and leadership:

- Leadership of change by the headteacher and the staff.
- Commitment of teachers and support staff.
- Staff engagement in professional learning and practitioner enquiry.
- Effective communication with parents and other professionals.

Inclusion/Additional support needs identification and support

- The school has a very inclusive and nurturing ethos. Staff know children well and strive to meet their needs by providing bespoke learning programmes. All staff are very empathetic to the needs of individual children and they receive ongoing support within the school and its community. Parents are informed and consulted about their children's learning plans and their views are respected. They are confident that staff know their child well and care about their progress in learning and in general. Strong partnerships have been developed with other agencies to ensure that the needs of all children are fully met. Children feel valued, respected, safe, motivated and are encouraged to do their best. Their views are heard through the pupil council. Success and achievements both within and outwith school are celebrated to develop children's confidence and self-esteem. All staff engage in regular professional learning to ensure that they are fully up to date with local, national and international legislation, where appropriate, affecting the rights, wellbeing and inclusion of all children and young people.
- The impact of this approach is evident in the engagement of children in the learning process and the progress they are making across the Curriculum for Excellence levels.

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.