

Summarised inspection findings

Eyemouth Primary School

Scottish Borders Council

4 December 2018

Key contextual information

Eyemouth Primary School is a non-denominational school, which serves the small coastal town of Eyemouth and the surrounding area. The village is located in the eastern Scottish Borders.

The school's provision includes thirteen primary classes and a nursery class. An Early Years Centre (EYC) is also part of the school campus. In September 2018, the primary school roll was 336 pupils.

The senior leadership team comprises a headteacher, depute headteacher and two principal teachers. At the time of the inspection, the senior leadership team had been working together for a short period of time.

1.3 Leadership of change

weak

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

- There are important weaknesses in this aspect of the school's work. In recent years, the school has undergone a period of significant change within its senior leadership and staff teams. The headteacher has been in post for over a year. She is supported by a depute headteacher and two principal teachers. The senior leadership team have been together for a short time. They now need to work together more collaboratively and effectively, to ensure they have a shared strategic overview of the school and how it needs to improve. This is needed in order to provide clear direction to staff to ensure improved outcomes for all learners.
- As the senior leadership team continues to develop, there is considerable scope to identify ways to engage staff, children, parents and partners more fully in self-evaluation activities, and articulate clearly how their contribution influences future school improvement. It will be important to revisit regularly the vision, values and aims, and how they underpin all aspects of the work of the school.
- Across the staff team, there is a shared understanding of the central role the school plays in the community. As a result, staff are developing their understanding of the social, economic and cultural context of the school. They know individual children and families well. They now need to use this information more effectively, to focus on raising attainment and closing the gap in children's learning. The headteacher, supported by her leadership team, should ensure that communication keeps staff well-informed about the operational and strategic running of the school.
- Although staff are encouraged to initiate informed change, there needs to be better processes and structures in place to support more effective leadership of change at all levels. Staff show commitment to take forward projects to help achieve improvement. Whilst they work well to

implement approaches across the school, the pace of change is too slow. Staff should continue to work collaboratively to embed new developments to ensure they have the desired outcome to raise children's attainment. The senior leadership team should ensure that identified priorities for improvement are implemented and evaluated fully and consistently across the school.

- There is a professional review and development process within the school for teaching staff. It is clearly linked to the General Teaching Council for Scotland standards, and it is aligned to the school improvement plan priorities. As part of the quality assurance process, the senior leadership team observe classroom practice and give feedback to staff. They should now consider developing this further through more focussed and robust observations against, for example, aspects of pedagogy. This should help support staff and help develop a more consistent approach to learning and teaching across the school.
- Across the school, staff are becoming more reflective in their practice. There is now scope for them to take a more active approach to professional enquiry and the use of research-based evidence to influence change. The senior leadership team should provide greater strategic direction to the use of professional enquiry and research across the school, to ensure that it appropriately targets and supports the school's drive for improvement. Teaching staff have made an early start to peer reviews of the teaching and learning in classes. We ask that they continue to build on this and develop it more fully over time.
- Members of the senior leadership team are developing their understanding of the use of data to inform thinking and decisions about children's progress. This important information also needs to be used more effectively with and by staff to help influence learning, teaching and assessment approaches within classes. The senior leadership team and staff need to develop a deeper understanding of the analysis of relevant data, and how this can inform further their approaches to ensuring excellence and equity for all children. The headteacher has in place a quality assurance calendar to monitor and track the work of the school. However, she now needs to establish a more formal and robust recording and analysis of planned interventions to improve attainment. There is a need for senior leaders to effectively and regularly monitor children's progress, and the quality of learning and teaching across the school to raise attainment.
- Across the school teachers plan to increase opportunities for children to develop leadership skills. They now need to progress these plans and involve children more in identifying areas for school improvement. Teachers should continue to develop creative approaches to engage parents in meaningful improvement. This will help develop ways in which parents can influence change and improvement.

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 maximise their successes and achievements. The themes are:

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

- Across the school, children benefit from a welcoming environment in which staff show commitment to their care and welfare. There is a friendly atmosphere and most children enjoy coming to school. Children are developing an awareness of how to become responsible citizens. They contribute to the life of the school and wider community through a range of activities. Staff should continue to develop children's understanding of the skills they are developing in their learning. A progressive skills framework, linked to developing key skills for learning, life and work would be beneficial in this regard.
- Most children are motivated and keen to learn when tasks are sufficiently engaging. Overall, children are well-behaved and cooperative with teachers. When given opportunities to work in groups, relationships between learners are positive. However, lessons are often too teacher-led. There is considerable scope for children to become more independent and to take greater responsibility for their own learning. They have the skills and aptitude to take this forward.
- A majority of children apply themselves diligently to the tasks they are set, though these are often lacking in challenge. When teachers provide stimulating activities, well-matched to pupils' interests, pupils respond enthusiastically and achieve well. There is a clear need to raise teachers' expectations of what children can achieve. The pace of learning can be slow for many children. Higher attaining children are not stretched well enough.
- Overall, the quality of teaching is not sufficiently consistent across the school. Most lessons are well organised. However, too often it is not clear how tasks and activities relate to intended learning. Almost all teachers provide explanations and instructions that are clear and effective, and the tone in most classes is positive and encouraging. Most staff make some use of digital technologies as a feature of their teaching, but do not yet involve children enough in using computers and other digital devices as a regular, core part of their learning. Homework features regularly in most classes, although the quality of homework tasks is too variable across the school.
- In almost all classes, the use of questioning was limited in its purpose and effectiveness. The school has identified the need to develop the use of higher order thinking skills, and quality questioning. Feedback does not identify next steps in learning or allow children to identify what they need to do to improve. Expectations for all learners are not yet consistently high. Developing a shared understanding of what constitutes effective teaching, learning and assessment at Eyemouth Primary School will support staff in ensuring consistently high-quality learning and teaching experiences for all children.

- Teachers are making use of standardised assessments to help inform their understanding of the learning needs of children. This understanding would be enhanced by more effective use of ongoing assessments of progress, made by teachers in the course of learning and teaching. These would help teachers to take greater account of where children are in their learning when engaging with them to plan next steps, which are most appropriate for them.
- Senior leaders acknowledge the need for teachers to have more opportunities for moderation in order to support them to have a more developed understanding of national standards. Teachers say that they would welcome such opportunities. Moderation activities need to be more clearly focused on enabling teachers to develop a clearer understanding of standards. Teachers' increasing use of National Benchmarks will also help them to make more informed and accurate judgements about children's progress in their learning.
- Tracking and monitoring procedures have been introduced in the last two years. Senior leaders should continue with plans to further develop these processes, to enable them to successfully address potential barriers to children's progress in learning. This will help to evaluate the effectiveness of interventions intended to improve outcomes for all children.

2.2 Curriculum: Learning pathways

- The headteacher has rightly identified the significant need to develop a curriculum rationale and overview. She should continue with this work to ensure all children receive their full entitlement within the broad general education.
- Current curriculum programmes indicate some recognition of the central importance of literacy, numeracy and health and wellbeing, as foundations for children's learning pathways. There is significant scope for focused whole school development to design flexible learning pathways, which correlate closely with the National benchmarks, meet children's needs, build on prior learning and abilities, are aspirational and place assessment at the heart of learning and teaching. This work will support teachers' understanding of standards and expectations and will help to provide more appropriate challenge for individual learners.
- The school should work to develop further its approaches to interdisciplinary learning. Teachers should develop a collegiate understanding of how to help children make natural, relevant and meaningful links across learning. This will promote the application of skills across various disciplines. Children need more opportunities to learn within discrete subject areas before they are confident to apply skills and knowledge within an interdisciplinary or unfamiliar context. The opportunity for children to influence planning in this area should be developed further.
- Staff are beginning to explore ways in which outdoor learning can enhance learning experiences across the curriculum and for targeted groups of children. We have asked the school to develop an outdoor learning programme, which enables all children to learn through investigation, enquiry and problem solving. The school's development of science, technology, engineering and mathematics (STEM) activities across the school will be strengthened by these actions.
- Digital technology to support learning is at an early stage of development and there is scope for staff to provide more digital learning opportunities. As this work develops, teachers should ensure children can articulate the skills they are developing and their relevance for learning, life and work. Staff are at the very early stages of exploring the career education and Developing the Young Workforce agendas.

2.7 Partnerships: Impact on learners – parental engagement

- Partners who met with the inspection team describe a very welcoming school, one that values their contribution and is keen to further enhance the opportunities available for children. The school recognises that there is more they can do to involve partners further. The school should consider how best to support partners to have a clear understanding of the school's strategies for raising attainment for all. This should include involving partners in jointly planning and delivering provision within the school.
- The school has effective partnerships with the onsite EYC, Active Schools Scotland and Community Learning Development, Eyemouth High School, its cluster partners, local churches, and third sector organisations. These partners help the school to deliver workshops for parents, for example, in English as an additional language, and internet safety.
- The school communicates with parents in a number of ways. A majority of parents comment that this is both helpful and timeous and includes the school website, social media and newsletters. The school also operates an open-door policy for parents who have specific concerns or queries. The majority of parents who met with members of the inspection team, feel that they can approach the school with questions, suggestions or issues. A few parents feel their concerns could be dealt with more effectively.
- There is a range of ways parents and families can be involved in the life of the school. The Friends Group is active in supporting the school through fund raising, and through this, ensures that no child is at risk of missing out on school trips and residential experiences. Parents engage well in school surveys, expressing opinions, for example on what the school is doing well. Staff are aware of the need to be creative in how to engage families further to ensure everyone is empowered to contribute to decisions.
- The school should now continue with its plans to develop further opportunities for parents to support learning across the school and in doing so, ensure that all children have the opportunity to realise their entitlements. This should include reference to the Career Education Standard where appropriate, and explicit links to developing skills for learning, life and work. In addition, the school should consider developing more formal partnership agreements where current joint working arrangements and shared learning can continue to grow.

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 that need to be addressed as a matter of urgency.

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 maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, there is a developing sense of community. Staff know children, their families and the community well. They are beginning to identify the barriers that a few children face as a result of socio-economic and cultural factors. Staff are committed to the wellbeing of children, and demonstrate caring attitudes towards them. They have shared values, and a developing understanding of wellbeing. There is a mutual respect between staff and children, and staff model behaviour to promote wellbeing and dignity.
- Most children at Eyemouth Primary School feel safe and feel that staff treat them fairly. They have someone to talk to if they have a concern. Most say that other children treat them with respect. However, a few children have concerns about feeling safe. A few children and parents commented on inconsistency in dealing with incidents, and then informing them about outcomes. Most children are respectful and behave well in classrooms, and at break times. The headteacher recognises, in taking the school's vision forward, the need to create an environment where all children feel included, respected and safe. The planned review of the school's positive behaviour policy should engage with children, parents and staff to address these concerns. Senior leaders should ensure that the policy takes appropriate account of current advice and legislation. Support staff report that the recent steps taken to build resilience, and personal coping strategies, are beginning to help children to be more aware of the effects their behaviour has on others. They feel that children are beginning to learn how to apply coping strategies when facing new challenges.
- The headteacher acknowledges the need to continue to work with all staff to embed the use of the wellbeing indicators. This should support a shared and consistent understanding of wellbeing and universal support across the school. Teachers should explore how to fully integrate the wellbeing indicators into learning and teaching to build a common language, which engages all children in reflecting on their own wellbeing. Further engagement with children is key in taking account of how their views and ideas can feed into creating a whole-school learning environment, which supports all aspects of their health and their wellbeing. In developing an understanding of the wellbeing indicators further, teachers also need to ensure children have an understanding of their rights as outlined in the United Nations Convention on the Rights of the Child, and what this means for them in their daily lives.
- Children in focus groups were able to discuss a range of learning in health and wellbeing. They are aware of what they need to do to stay safe on the internet, and how to stay safe when crossing the roads. Children understand the need for a healthy lifestyle and can recognise a range of different ways to achieve this, for example, through physical activity, and eating more fruit and vegetables. A breakfast club is offered daily to all children and provides a welcoming start to the school day. A number of children attend regularly and

enjoy breakfast, as well as the opportunity to socialise with peers. The school should ensure that breakfasts meet nutritional standards.

- The leadership team acknowledge the need for a planned and progressive approach to health and wellbeing that allows children to build on prior learning. This would support tracking of children's progress in this area.

Fulfilment of Statutory duties

- Staff comply and engage with a range of statutory requirements and codes of practice, such as religious observance, and guidance regarding attendance and exclusions. However, senior leaders should ensure that care-experienced children are considered for a coordinated support plan. There needs to be a thorough review of the approach to the use of Child's Plans to ensure their effective use. Senior leaders need to ensure that staff have a full understanding of their statutory duties.
- The main duties under the Health Promotion and Nutrition Act, to protect the identity of those entitled to a free school meal, to promote the school meal service, and to provide access to free drinking water are being met.

Inclusion and equality

- The senior leadership team recognises that there is a need to continue to develop its approaches to supporting children who require targeted support. They are using the Pupil Equity Fund (PEF) to increase the support available to individual children and small groups. Whilst it is too early to identify improved outcomes for children, there are early signs that reading is improving for those children facing socio-economic challenge.
- Additional Support for Learning teachers work with class teachers, to identify barriers to learning, and to share with parents the steps to overcome these barriers. Effective strategies for support for learning are planned and delivered by specialist staff outwith the classroom, to meet the needs of individual children with additional support needs. Teachers value the support children receive from Additional Needs Assistants in meeting individual needs. Individualised educational plans are in place for those children who require additional support. Teachers review these plans regularly. Long and short-term targets now need to be planned with parents as partners.
- The school works well to assess and support children as they develop their acquisition of English. The headteacher and staff now need to use assessment information better to ensure children with English as an additional language are attaining as well as possible within Curriculum for Excellence. Staff have a good understanding of the different languages used by children at home, and their access to English outwith the school. There is scope to develop an even more inclusive environment for children and their families, through signage in different languages, and more frequent celebrations of the range of cultures and languages used across the school.
- The school works hard to include all children in the life of the school, whatever their needs or background. Children with a range of additional support needs and those who are care experienced benefit from this inclusive approach. However, there is still significant potential for staff to have higher expectations for each child in their learning. This should include better differentiation, pace and challenge in lessons, and greater independence of children in their learning experiences. There is scope for the most able children in the school to be challenged further, and for almost all children across the school to achieve more.

3.2 Raising attainment and achievement

weak

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

- Overall attainment in literacy and numeracy is weak. There are a significant number of children who could be making better progress in their learning. According to figures provided by the school, the majority of children are achieving at the appropriate curriculum levels. However, HM Inspectors are unable to establish confidence that these figures are sufficiently robust. Teachers need to have more opportunities for moderation, in order to develop a clearer understanding of standards and what it means to achieve a level.

Attainment in literacy

- Children are making insufficient progress in literacy and English language, and overall progress has important weaknesses. The school should review and monitor tasks and activities to ensure that all children are being sufficiently challenged in all aspects of language, and that relevant and realistic progression is being made from one level to another. Staff need to develop further their approaches to assessment, to ensure that they are able to make more robust and reliable judgements about children's progress and attainment in literacy and English.

Listening and talking

- The majority of children at early level can give simple responses to questions and share their views and opinions about topics. They can hear and articulate sounds in words. However, they have difficulty in taking turns when discussing their learning. By first level, the majority of children are able to talk clearly. They can answer simple questions about the difference between different genres. However, for the majority of children, listening to conversations and instructions remains a challenge. At second level, the majority of children are asking and responding well to evaluative questions, and considering the detail behind key ideas.
- The teacher-led approach to the majority of literacy lessons reduces the scope for children to listen and talk to each other for a range of purposes. Staff should make the value of these skills more explicit, and encourage their use in different contexts and across their learning. Children are eager to contribute but would benefit from a wider range of challenging, higher order questioning. Children are unable to identify that listening and talking are core elements of learning in literacy.

Reading

- Attainment in reading is weak. Overall, most children can read well and are interested in reading. Most can name favourite authors. Other resources, for example novels, which support the widening of children's skills and maintain enjoyment, supplement core schemes. Children have the opportunity to choose a book from the class or school library.

- Most children achieving early level are reading familiar texts aloud, showing some awareness of simple punctuation. A significant number of children could acquire early literacy skills at a faster pace. By first level, most children can identify their favourite author and explain why they like them. Children at first and second levels can read aloud a familiar piece of text with expression. A majority of children can extract key information from texts. However, children need more effective support in developing skills in finding and using information in a variety of texts and for different purposes. Children require planned group reading which focuses upon extending their comprehension skills and reinforcing their reading strategies. Again, too heavy an emphasis on teacher-led lessons reduces the pace, challenge and enjoyment in children's learning.

Writing

- Attainment in writing is weak. Children's progress in writing is inconsistent across the school. There is some evidence of children creating texts for a variety of purposes but children need more opportunity to apply their writing in contexts, which are more relevant and meaningful to them. Teachers should engage further in a structured programme of moderation activities to ensure continuity and progression across all levels to an agreed standard.
- The majority of children achieving early level are beginning to write to convey meaning, but would benefit from more regular and structured opportunities to write and apply the tools for writing. When supported to plan their writing, the majority of children at first level can develop their ideas and use appropriate vocabulary. By second level, the majority of children are beginning to demonstrate an ability to create extended pieces of writing. However, staff need to provide experience of a wider variety of genres, and opportunities to write about personal experiences to enrich children's learning and improve their technical skills in writing. Across the school, a focus on handwriting and presentation of work is required. Overall, the teaching of writing requires a fresh focus to ensure a consistent approach across the school with skills being taught developmentally from P1 to P7.

Attainment in numeracy and mathematics

- Overall, attainment in mathematics and numeracy is weak. At all stages, children demonstrate significant gaps in their learning in numeracy and mathematics. While the majority of children demonstrate a reasonable level of confidence with basic numerical operations, they are far less confident across all other areas of numeracy and mathematics. In particular, children have weaknesses in understanding mathematical concepts. This is preventing them from being able to build successfully on their practical skills in calculation to develop a more sound understanding of number. Teachers need to review their approach to planning aspects of numeracy and mathematics, particularly the use of 'topic'. The current planning approach does not appear to be effective in ensuring that children experience sufficient breadth, depth and challenge to progress well in their learning.

Number, Money and Measurement

- The majority of children achieving early level, can recall numbers in sequence within 20 and can add to find different combinations of numbers that make 10. They would benefit from more experience in counting amounts of money, telling the time and fractions. The majority of children achieving first level, are confident in counting, adding and subtracting within 100 and understand place value within four-digit numbers. They know two, five and ten times tables but are less confident with times tables from seven to nine. The majority of children can count and add money up to ten pounds but are less confident in calculating the correct change from five and ten pounds. They can tell the time using analogue, digital and 24-hour clocks, but are not confident in calculating time periods. At second level, the majority of children are confident with basic number operations involving two- and three-digit numbers. They are reasonably

confident with times tables up to ten. They understand place value up to seven-figure numbers and measurement of time and time intervals.

Shape, Position and Movement

- The majority of children achieving early level, can recognise and describe common 2D shapes and a few 3D objects. At first level, children can name simple angles but are not confident in discussing their properties. They are not sufficiently familiar with appropriate terminology, for example, right angles. The majority of children at second level are not sufficiently confident in knowing the appropriate qualities of 2D shapes and 3D objects. Similarly, they lack confidence in talking about different angles and in calculating area. Children would benefit from more opportunities to develop and apply their mathematical knowledge in real-life contexts.

Information Handling

- The majority of children achieving early level, can interpret information from simple charts, for example, counting different numbers of insects. They can collect, organise and sort objects for a specific purpose. Children would benefit from more opportunities to demonstrate how interpreting graphical information can support choices and decision-making in real-life contexts. The majority of children achieving first level, can interpret information from simple bar graphs, Venn diagrams and using tally marks. At second level, the majority of children are confident in using bar graphs to display and interpret information, but fewer are as confident in using other methods such as pie charts.

Attainment over time

- Children's attainment in literacy and numeracy over the last three years has been inconsistent. There is no overall trend of either improvement or decline. Teachers are using standardised assessments to identify areas of children's learning that need to be improved. This is helping to inform decisions about how resources are allocated in order to support interventions. As yet, there is no robust evaluation of the effectiveness of these interventions. Teachers need to ensure that they widen the range of evidence they use to enable robust data on achievement of a level to be generated. They should also increase opportunities for moderation with colleagues across other schools to help them to make more robust and reliable judgements about children's progress in learning.

Overall quality of learners' achievement

- Staff and partners are working to increase the range of opportunities for children to develop opportunities for wider achievements. This includes house captains, pupil council and a buddy programme for children in P7 and P1. The majority of activities currently available to children are related to sport. While they have started to monitor participation rates, the senior leadership team are at an early stage of monitoring children's achievements. They should explore ways to move beyond monitoring participation, to identifying skills that children can develop. This will help ensure that children are given opportunities for achievement, which are appropriate to their needs and aspirations.

Equity for all learners

- Senior leaders demonstrate an understanding of children who may face barriers in their learning due to socio-economic circumstances. Their progress in learning is tracked, and teachers can identify the targeted interventions that have been established, in order to secure improvements. Senior leaders should continue to support teachers to identify evidence to support the effective evaluation of these interventions. This will help to maintain a rigorous focus on closing the poverty-related attainment gap.

Choice of QI: 2.5 Family learning

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programme

Engaging families in learning

- School staff recognise the positive impact that effective approaches to family learning can have on raising attainment and closing any attainment gap. They are committed to developing approaches to family learning, and have identified a need to build on the school's current approaches in the EYC. Staff, at all levels, are at the early stage of improving the learning and achievement of children and families, through the development of family learning approaches.
- Teachers are developing learning journals which are beginning to provide an insight into how children learn and, once shared with parents, will offer practical strategies for parents to support this learning at home. There is scope to take a more coherent and consistent approach to learning journals across the school, to improve their quality and better inform parents of the progress children are making.
- Family assemblies about the wellbeing indicators and different world religions, help parents to better support their children's learning. The school recognises the importance of helping parents and carers to engage in their child's learning, and the positive impact this can have on raising attainment. Parent meetings, an open-door policy, social media and informal discussions, provide opportunities for families to discuss their child's learning with staff. Staff are committed to providing a variety of ways to equip parents with the skills and strategies, to maximise the opportunities for learning at home. The school should engage in a consultation process with parents to ensure that planned family learning experiences are relevant. Staff should provide parents and carers with support in understanding approaches the school uses, which could be adopted to extend learning at home.
- Almost all parents commented positively about the family learning fortnight. Parents participated in a range of activities such as cookery demonstrations, fitness, cardiopulmonary resuscitation training and a family picnic. There is scope for the school to promote a more coherent whole-school approach to family learning, by seeking the views of parents further. In particular, the school should talk to parents about the frequency, timing and location of family learning activities.

Early intervention and prevention

- Staff use their knowledge of the local and school community to support children and their families. The school works well with a few agencies to provide targeted support and interventions where necessary. Staff are able to identify families that face challenges in engaging with their child's learning, and provide targeted support in the EYC to break down barriers for these families. As discussed, staff should now work with parents and carers, to identify a universal offer of support for family learning which matches the needs and interests of the wider parent body. Staff will then be better able to identify how best to assist these areas, and consider appropriate partners to support this work.

Quality of family learning programmes

- Pupil Equity Funding (PEF) is used to increase the involvement of the home school link worker to work with parents. This is intended to improve attendance, and with children, to improve literacy, numeracy and wellbeing. As a next step, a shared definition and a clear idea of the purpose of family learning will support staff, parents and other partners, to agree how to best measure the impact of their work on children's progress.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.