

Summarised inspection findings

Caol Primary School and Nursery Class

The Highland Council

10 March 2020

Key contextual information

Caol Primary School in Fort William, is a non-denominational school. The school is in a new modern campus building in a scenic location. The campus accommodates another primary school, along with a community centre hosting a number of other related services. In September 2019, the school roll was 244 children with 32 in the nursery. The leadership team at the school comprises the headteacher, the depute head and a principal teacher who was unavailable during the inspection due to illness. The headteacher has been in post for eight years.

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

- All staff have detailed knowledge of the school, the children and their families. They understand well their local context and work together to ensure the work of the school leads to improved outcomes for learners. The school's vision, values and aims are embedded in the culture of the school. They are agreed upon, understood and shared with children, parents, staff and the school community. The headteacher, depute headteacher and staff team are enthusiastic in their various roles to drive continuous improvement and have a clear focus on ensuring their work leads to positive impact for learners. The school is highly valued by parents and partners for its inclusive and welcoming ethos. Parents and partners feel encouraged and supported to be involved in the life of the school.
- The headteacher provides very effective and supportive leadership across the school. Together with all staff, he has successfully created an inclusive, caring and supportive learning environment where all members of the school community feel valued. He is highly regarded by children, parents and staff. The senior leadership team have also created and fostered an enabling culture for staff who wish to develop further their own practice. Under this leadership, staff are empowered to lead at all levels in the development of new approaches and initiatives. The senior leadership team lead by example in their strong commitment to the principles of inclusion. This is having a positive impact on the quality of care the school provides for its children.
- Senior leaders and the whole staff team work together very well, in a very positive culture of trust and support. The school has recently moved into a purpose built building on a new campus hosting another primary school and a number of school partners. As a result of the positive culture which already exists, there is scope to involve parents and partners further in supporting improvement and change across the school.
- Staff across the school are highly committed to improve their own practice to maximise the learning of children. For example, professional learning on nurturing approaches have enabled staff to develop a greater awareness of children's needs and how to support individuals. To enable all members of the school community to contribute to planning for continuous improvement, time is protected for professional dialogue, collegiate learning and

self-evaluation. Staff should continue to work together to develop their knowledge of self-evaluation through a close study of the 'How good is our school?' 4th edition (HGIOS4).

- Senior leaders and staff work together to agree priorities for improvement across the school. Staff speak positively about the opportunities they have to further their professional learning. Staff demonstrate a commitment to continuous improvement. Their voluntary in-house staff development group the, 'Caol Collaborative,' exemplifies the staff team's commitment to collegiality and professional development. The strong staff 'Team Caol' ethic encourages their contribution to working parties, additional training opportunities and shared professional dialogue. A few teachers are undertaking further learning and accredited study to advance their professional knowledge to add to and enrich their classroom practice.
- Children are learning to make decisions and contribute to improving their school. They are taking more responsibility to improve their environment in particular through the 'Caol to be kind' initiative. From a range of recognised in-house committees, all children play a part in the life of the school and contribute to the school community. This results in them having a growing sense of responsibility and citizenship. Children exercise their leadership and develop skills for life, work and learning, through initiatives such the recent career fair. During the career fair, all children in P7 shadowed a member of the staff team and studied their duties and terms of employment. Children are well placed to build even more leadership capacity by taking ownership of school improvement. The headteacher and staff have robust tracking and monitoring systems in place and the attainment data is used to inform next steps in planning children's learning. The data and information gathered and collected should be reviewed and streamlined to continue to make effective targeted use of the information it yields. This information is supporting school improvement planning by informing on the use of Pupil Equity Funding.

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

- There are very positive relationships between staff, children and their peers across the school. A nurturing ethos exists throughout the school, where children are happy in their environment. As a result, behaviour is of a high standard throughout the school. Children display the values of 'safe, respectful and ready' in their interactions with others and recognise that this supports their learning and their relationships.
- Staff provide well-organised learning environments. Children's work is displayed well across the school. Staff provide clear and helpful explanations and instructions during teaching, which supports children's learning. Increasingly, children are encouraged to consider how the skills they are focusing on in school relate to other contexts, including the world of work.
- Across the school, most children are enthusiastic and keen to learn. They are very motivated by interesting learning experiences, which are well-matched to their needs and learning activities progress swiftly. There is scope, however, to increase the pace of learning in some classes and ensure that lessons consistently provide all children with breadth and challenge, in order for them to achieve more.
- In almost all lessons, learning aims and success criteria are shared with children. In most lessons these are clearly matched to planned learning. On a few occasions, children co-construct their success criteria with teachers. When this happens, children are very clear of the purpose of learning and what they need to do to be successful. This practice should now be extended throughout the school. A variety of assessment for learning strategies are in place across the school. Older children regularly engage in self- and peer- assessment of their learning, particularly in writing. They benefit from a range of feedback approaches which help them know how to improve their learning. Children are given opportunities to reflect on their learning through the use of achievement profiles. Teachers across the school are at various stages of engaging children in learning conversations to reflect on their progress, as individuals and in groups. Target setting takes place in a variety of ways, for example through reflection time with whole class targets on a weekly basis, or through setting personal targets in discussion with parents. In order to support children to be clearer about the knowledge and skills they are learning, there is scope to extend the use of focused individual learning targets linked to high quality feedback more effectively. This includes a continued focus on ensuring that children are able to articulate their targets and know what they have to do to achieve these.
- Most teaching across the school is good and includes examples of very good practice, where teachers use innovation and creativity to engage children in their learning. Staff have worked together to improve approaches to 'what makes quality learning', through peer observations, professional dialogue and collaborative planning. The school should build on this work to ensure there are consistently high standards of teaching across the school. Where children are

given opportunities to exercise choice in their learning and engage in tasks which encourage critical thinking, they make the best progress. In most lessons staff use questioning effectively to check understanding and build on prior learning. In order to deepen learning, the school should continue to develop and embed the approaches to higher order thinking.

- Children are involved in planning aspects of their learning, for example, within languages or interdisciplinary learning contexts. This helps motivate children in their learning and supports them in asking questions to further their thinking. The school should continue to develop further meaningful opportunities to enable children to lead and have greater independence in their learning.
- There is a strong culture and use of digital literacy throughout the school. Digital technologies are used very effectively to enhance learning at all stages across almost all areas of the curriculum. This results in children who are confident in sharing their learning with each other. Children report that the use of digital technologies in, for example, numeracy and mathematics, motivates and enhances their enjoyment of learning. Older children act as digital leaders to support digital literacy across the school and through their intergenerational work. The school has achieved a digital schools award, of which the children are proud.
- Teachers plan lessons well across the curriculum based on the experiences and outcomes at appropriate levels. Staff are using the National Benchmarks and are linking their planning to the experiences and outcomes. Their forward planning is consistent across the school and colleagues plan together across a level. Approaches to planning for learning should continue to be reviewed on an ongoing basis to ensure an appropriate pace of learning for all children.
- Overall, teachers make good use of a range of assessment information from daily observations of learning, children's work, summative assessments and the Scottish National Standardised Assessment (SNSA). They use this information well to plan next steps for learners and are gaining increased confidence in the analysis of data. Teachers regularly discuss tracking information with members of the senior leadership team to inform next steps. Children's progress is tracked against teachers' predictions for attainment. Appropriate support and interventions are identified to address any concerns regarding individual children's progress. Staff are becoming increasingly confident in using the National Benchmarks to support assessment, moderation of standards and expectations across curricular areas. There are many positive examples of shared level planning and moderation within and outwith school. We would encourage the school to continue with moderation activities, including through developing the use of holistic assessments, to support their aim for consistently high quality learning and teaching standards across the school.

2.2 Curriculum: Learning pathways

- The school's curriculum framework is based on Curriculum for Excellence (CfE) and provides guidance for staff in planning cohesive and relevant learning experiences. The curriculum rationale recognises the uniqueness of the school and reflects its setting in the local community and wider world. The school is clear in its mission to continually review the curriculum and seek examples of good practice from outwith the school.
- The curriculum provides learning pathways for almost all areas of the curriculum which build well on children's prior learning. Effective pathways for literacy, numeracy and health and wellbeing are in place. They provide a supportive basis for planning progression in learning in line with CfE and are aligned to the National Benchmarks. As pathways are further refined and reviewed, the school is encouraged to base discussion on the design principles and skills for learning, life and work as well as the experiences and outcomes.
- Children are learning through all curricular areas. A review of guidance for planning interdisciplinary learning would be helpful to ensure that focused experiences provide a rich context for deep learning. This should reflect local, national and international themes and be linked to the school's promotion of skills for learning, life and work.
- Curricular pathways based on sports, outdoor learning, dance and 'plays and performance,' outline different opportunities open to children. Children are benefiting from various partnerships that enrich learning. These include a science, technology, engineering and mathematics (STEM) experience in the school's dedicated space called the 'Newton Room.' This facility is now beginning to shape staff approaches and influence thinking about pedagogy. Children also access the local library and other opportunities provided by the community centre which is set within the same campus. A careers event enabled children in P7 to find out about the expectations and skills required to take on a job role normally found within the school, for example, teacher, facilities manager or support staff member. The school should further explore opportunities to integrate these experiences within their curriculum programme, for example, by ensuring experiences across the school relate to Developing the Young Workforce (DYW). This will allow children to profile the core skills developed through participation in such activities, and enhance the school's approaches to DYW. We would encourage staff to continue to progress with developing learning through cross-cutting themes, for example, global citizenship, sustainability or through committees. The school has identified the need to develop further outdoor learning both within the school grounds and in the local environment.
- All classes receive the two hour entitlement to physical education (PE) aligned to national advice. Children have opportunities to learn French from P1 onwards and Gaelic is introduced in P5.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents and partners are positive about their relationship with the school. Parents support the life and work of the school in a variety of ways. In particular, Parent Council members are successful in organising and delivering events to raise funds for the school. Through partnership working with parents, active schools and secondary pupils, all children have the option to participate in lunchtime and after school activities, including football, shinty and dance.
- The school continues to develop a wide range of partners within the community. Partnership working is providing opportunities for children to develop the four capacities and participate in a wide range of extra-curricular activities. Children have opportunities to join in community art projects at lunchtime in 'Room 13' through partnership working with the local 'artist in residence' based in the community centre.
- The school is exploring partnerships within the community campus. Currently, children from P6 and P7 experience practical STEM sessions as annual learning experiences in the 'Newton Room'. The community campus also provides opportunities for intergenerational working, for example, the school choir sing to the 'lunch club' in the community centre. Overall, there is scope across the school to develop a strategic approach to partnership engagement, ensuring that joint planning builds on prior learning and meets the needs of everyone involved.

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

- The school has a strong, inclusive ethos where children are supported to achieve. Children, staff and parents are proud of the school and its strong sense of community. Staff, parents and children support one another and articulate the core values of the school with clarity and consistency. As a result, children experience very positive and supportive relationships with all staff and with each other. They tell us that they are learning within a highly nurturing and caring environment in which they feel safe, respected and valued. Their current school values, recognising their need to be 'safe, respectful and ready', are clearly articulated by the children and developed in class, through assembly and in the playground. As a result, children are developing positive attitudes towards themselves, and others. Highly effective use is made of restorative practices, which the leadership team have developed across the school.
- There is a clear expectation that health and wellbeing is the responsibility of all staff and as a result children can discuss with confidence their growing awareness, knowledge and understanding of issues relating to their health and wellbeing. The whole school programme, 'Caol to be Kind', is supporting children's wider development through teaching children about kindness and respect for each other. 'Caol to be Kind', offers children strategies to help with challenges around their emotions, learning and relationships. Children are aware of the language of the wellbeing indicators and can use these to articulate their needs and experiences. As discussed, teachers should now continue to develop further their understanding of the wellbeing indicators. They should help children to use these more effectively to monitor, evaluate and identify next steps to improve their wellbeing. Children are beginning to develop their skills and knowledge about health and wellbeing in a more coherent manner. Children are also learning the relevance of the United Nations Convention on the Rights of the Child (UNCRC) and how it affects them.
- The school engages with a number of partners who offer additional opportunities and experiences to support children's wellbeing. Art, sculpture and photography are accessed through the partner campus studio at lunch time and after school at a local youth club hosted by local church representatives. Family support partners are also involved with children in the school and provide additional interest groups and clubs.
- The headteacher is aware of his roles and responsibilities relating to the fulfilment of statutory duties. The school has effective procedures in place to identify and manage the additional support and interventions that individual children require. HM Inspectors have identified the need to consider and record the individual children in school who may require a Coordinated Support Plan, particularly those with additional support needs and those children who are care-experienced. Across the school, a range of individual needs is recognised and very effective support is provided.

- Highly effective, professional and caring support staff support children across the school. They provide high quality one-to-one support for individual children to assist them in accessing the curriculum in an inclusive and participative manner. Senior leaders work well with a wide range of partners to ensure the needs of children and families are supported professionally. Children who require an individual education plan have one in place and these are reviewed and recorded with parents on a regular basis.
- Children share their play space, social areas and facilities successfully with children from another primary school on their joint campus. The 'Caol to be Kind' initiative ensures the school values are extended across different beliefs and cultures. Children are welcoming and warm to both visitors and new people to their school. In the context of their religious and moral education (RME) programme, they are learning about different cultures and faiths to develop awareness and understanding. The school should continue to extend children's understanding of diversity and develop global citizenship and celebrate different cultures.

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

Attainment in literacy and numeracy

- HM Inspectors validate the data presented by the school which demonstrates that in 2019 most children achieved appropriate standards in reading, listening and talking, and in numeracy and mathematics. The majority of children achieved appropriate standards in writing. Across all stages of the school a few children exceed national standards in literacy and English and numeracy and mathematics. Within this analysis of data, around two fifths of children across the school have identified barriers to learning. Most children, including those with additional barriers to learning, are making appropriate progress towards achieving the expected CfE level.

Attainment in literacy

Listening and talking

- Overall attainment in listening and talking across the school is good. Children at all levels across the school are making good progress in turn taking, using appropriate body language and maintaining eye contact. Children communicate clearly and audibly within the class and as individuals. At the early level, children listen to and follow an adult's instructions when gathered for learning times. At first level, children respond to different kinds of questions. By the end of this level, they recognise the difference between fact and opinion through discussion. Within second level, children communicate well with adults in groups and on an individual basis. When they collaborate in groups, they show respect for one another's ideas or views.
- The school should continue to build on children's listening and talking skills within pairs, trios and small groups as well as within the whole class context. Children should be encouraged to lead their own discussions and to consider and build on others' points of view as well as their own. As children progress through the school, there is scope for them to develop further their own skills of questioning, for example, in questioning which relates to deduction or inference.

Reading

- Overall attainment in reading is good. Children across the school read with expression and fluency and show understanding. Most children enjoy reading. Children benefit from regular access to the public library and the school received a national award for their 'School and community partnership reading journey' as part of the First Minister's Reading Challenge.
- Across the early level, a range of learning activities and resources provide children with the opportunity to build up their general knowledge about texts, letters and sounds. Children can identify a few key features of books, for example, title, author, illustrator and blurb. They are also beginning to blend sounds and build words. At first level, children can read familiar texts with fluency and expression and can describe the ways they decode using phonics. Children

share a few of their favourite authors and can describe a few types of genre which they enjoy. The majority of children at first level can explain the difference between fiction and non-fiction and can identify a few features of non-fiction text in particular. Children at this level are developing the skills of remembering and understanding as part of comprehension tasks. At second level, children can explain a limited range of their preferred authors and elaborate on their preferences by describing the genre they prefer. They can identify key features of quality text from its scene setting and character descriptions. Children identify key benefits of using a few specific figures of speech and punctuation, for example, similes, metaphors and personification.

- There is scope for children to develop wider reading strategies beyond phonics, for example, using context and surrounding words. Children need more experience to develop skills of questioning, predicting, summarising and clarifying to support their overall understanding of text. The school should now continue to build on children's ability to discuss features of both fiction and non-fiction texts using the many resources available providing a range of genre.

Writing

- Overall, children's attainment in writing is satisfactory. Staff recognise the need to improve writing and adopt a consistent and progressive programme with agreed methodology to ensure children make better progress. Across classes, children are beginning to benefit from a focus on technical skills in writing. They now also need to write for a variety of purposes and in a wider range of genre.
- At the early level, children make a positive start to writing with the majority of children writing short sentences. They can identify a word and sentence and are beginning to recognise the need for finger spaces and simple punctuation. Within first level, children are beginning to vary the start of sentences and use common conjunctions. Children are aware of the different technical skills of writing and they are undertaking simple planning and assessment. As children progress within second level, they write for a variety of purposes within their writing lessons and through interdisciplinary learning contexts. By P7, children are writing at length and including features of the chosen genre. They are using digital technology to draft, refine and improve their writing.

Attainment in mathematics and numeracy

- Attainment in mathematics and numeracy is good and overall most children are making good progress. Attainment in mathematics and numeracy had been identified as an improvement priority in previous years, with staff engaging in professional learning in various mathematical approaches. Targeted interventions through numeracy were a focus over the last year and these interventions are now beginning to impact positively on attainment. Most children report that they enjoy mathematics and talk confidently about their learning. Current practice in numeracy is providing children with good opportunities to develop numeracy and mathematical skills across learning. The use of digital technologies to support aspects of numeracy is motivating children and having a positive impact on their progress.

Number, money and measurement

- At early level, most children can count forwards and backwards and add within 20. They can link daily routines to time sequences and order the days of the week and months of the year. Children are building confidence in the use of money. At first level, most children can solve addition problems with three digit whole numbers, or through the use of money, and can tell the time using digital and analogue clocks. Children working within second level recognise numbers to 100,000. They multiply hundreds, tens and units. They demonstrate knowledge of the strategies required to solve computation sums. Children working within first and second levels would benefit from opportunities to expand their understanding and skills in solving problems. Across the school, children would benefit from developing their skills further in

fractions, decimals and percentages to ensure a thorough knowledge and understanding of these concepts.

Shape position and movement

- At early level, children can identify and describe common two-dimensional shapes and three-dimensional objects. They can use the language of position and movement correctly. At first level, children can sort and describe various two-dimensional shapes according to properties and categorise shapes and objects according to surfaces. Children use directional language with accuracy. They can identify right angles. At second level, most children have knowledge of angles and recognise acute and obtuse angles. Through activities such as making 'angle posters' they confidently share their learning in this area.

Information handling

- At early and first level, children can use tally marks or display information on simple bar graphs or tables. At second level, children investigate the most appropriate ways of collecting data and displaying this information to give accurate findings. At first and second level, they are developing skills in manipulating and recording information using digital resources across the curriculum.

Attainment over time

- Data presented by the school indicates that over the last three years there has been a variable pattern of attainment over time, particularly in writing. Overall, most children are making good progress from prior levels of attainment. Identified gaps in literacy and numeracy have been addressed by targeted interventions. These interventions are having a positive impact on attainment of identified children. Staff use a range of assessments, including SNSA, to assess children's progress. They are increasingly gaining confidence in their judgements about how well children are learning. Individual children's progress is tracked by the senior leadership team. A comprehensive range of data is gathered and used during regular planned tracking and attainment meetings between senior leaders and class teachers. We discussed with the headteacher that, as a next step, data could be filtered and tracked by characteristic or groups, to identify areas for further improvement.

Overall quality of learner's achievement

- Caol Primary School offers children many wide-ranging opportunities for personal achievement. Individual achievement is displayed and celebrated in a variety of ways, for example, "above and beyond" awards and individual successes shared through assemblies and social media. Children participate in a range of extra-curricular activities which help them to develop confidence and self-esteem, as well as pursue individual interests. The school achieves success in a variety of inter-school curricular, sporting, musical, artistic and agricultural competitions and shows, for example the winning Mountain Festival poetry entry and rugby festival competition. All children are involved in leadership committees. As a result, they are developing leadership and communication skills. Children are gaining high quality digital learning skills through their use of computers and personal devices and can apply their skills in a progressive way across the curriculum. Children can use French to greet people and have simple conversations in their day-to-day routines. Children also sing songs in Gaelic. They contribute further to the wider life of the community, for example, with their intergenerational work. Participation in achievement is tracked. There is now potential to develop this approach to ensure children are tracking the skills they are developing through these achievements.

Equity for all learners

- Sensitive interventions and nurturing principles are evident across the school. Additional supports are focused appropriately on identified learners who experience barriers to their learning. The school maintains tracking records of the progress of children.
- Pupil Equity Funding has enabled the school to provide additional support through literacy and numeracy for identified children through enhanced staffing and targeted approaches. This support is beginning to have a positive impact on their attainment. As planned, the school should continue to raise attainment for all learners.
- Residential trips in P5, P6 and P7 help children to develop skills such as team working and outdoor learning. The school sensitively enables children to access residential trips, supporting equity of access, through financial support to individuals who may require this.

Choice of QI: 2.5 Family learning

- Engaging families in learning
- Early intervention and prevention
- Quality of learning programmes

- The school's vision clearly values the partnership between school, parents and the community. Family engagement is becoming an important part of the school's approach to children's learning experiences.
- Parents and carers are supported to engage in their children's learning and life at school. The school is effective in informing parents about class projects and individual achievements for example, through newsletters and social media. The school has also adopted a continuous reporting process which includes termly open afternoons, parent evenings and other special events such as a Reading Afternoon Tea, Easter STEM afternoon and Family Fun Friday. These opportunities for sharing learning ensure a greater focus on children's individual learning and affords an opportunity to share targets with their parents.
- Over the last few years, as part of developments within literacy, children and their families have been encouraged to engage in the First Minister's Reading Challenge. This is beginning to support children reading with parents at home and has been identified by the school as an area for further development. Staff should seek ways to evaluate the impact this has on supporting children's learning. As the school develop learning progression pathways in other curricular areas, staff should seek to develop further opportunities to engage families in learning.
- Parents are supportive of and speak positively about the work of the school. Parents contribute their views on how the school can improve. This is an important feature of the work of the school. The school is recording attendance at different events. This information should now be used to plan future events to further improve outcomes.
- Staff know about the specific factors which influence family needs within the context of the school catchment. They are working well with parents and carers to reduce potential barriers to engagement, for example, with children new to the school. Support is received from the Educational Psychologist and Speech and Language Therapist and the school has developed nurturing approaches at whole school level. For families where children have individual plans and targets, the school is encouraged to promote family targets where appropriate, to further support their learning and lead to greater success in meeting those targets.
- The school is helpfully sign-posting other services and supports to families. An intergenerational project to promote digital skills is contributing to family learning. This project, working with the local community, should be continued and extended to develop a wider range of extra-curricular opportunities. The school should also continue to work with partners across the campus to support family learning, for example, through Highlife Highland.
- Transition arrangements which include sharing digital approaches with parents within the school affords further opportunities to engage with all parents in more creative ways and build on the early opportunities for pupil leadership.
- The school is developing courses and programmes which will enable families to be supported to participate in their children's learning and support their wellbeing. The school is effective in informing parents of the opportunities available within the local community, for example, adult learning opportunities are shared through social media. The school should build on the positive

family learning programmes introduced in the nursery setting where 'Stay and Play', and information booklets provide useful contexts for discussion.

- Through working closely with the Parent Council and partners, the school should continue to build on their survey information in identifying the areas for focus for family learning programmes. In looking outwards, the school should also consider the guidance, research and examples of good practice available to them to develop family learning programmes, particularly in promoting health and wellbeing and raising attainment.

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.