

# Summarised inspection findings

**Balloch Primary School**

The Highland Council

25 February 2020

## Key contextual information

Balloch Primary School and nursery class is situated in the village of Balloch on the outskirts of Inverness. The associated secondary school is Culloden Academy. The senior leadership team comprises two part-time headteachers, one of whom has been in an acting capacity since January 2019. There is a full time depute headteacher. At the time of inspection, the school roll was 231. Children are taught across nine classes.

### 1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The values and vision for Balloch Primary School have been well established. The vision for the school was updated in 2018/19, through a process of consultation, particularly with children. Children are beginning to understand the importance of the school values: caring, ambitious, active and achieve. There is scope for children to explore further the meaning of these values. The current school aims are in the process of being reviewed and updated by stakeholders.
- Since January 2019, the post of headteacher has been undertaken as a job-share role. The headteacher, acting headteacher and depute headteacher work together closely and take a shared approach to providing effective leadership across the school. Each senior leader brings their own strengths to the role. They are each strong advocates of collegiate working. They model shared and team-working well, providing staff with encouragement and support for continuously improving learning experiences for children. Senior leaders are committed to collective responsibility in the process of change and know well the strengths and areas for improvement across the school.
- This year's school improvement plan identifies two priorities - developing a structured approach to reading comprehension and developing British Sign Language (BSL). The previous year's improvement plan included actions related to literacy, numeracy and BSL. There are positive signs of the impact of this improvement work, for example in improvements in children's spelling. Senior leaders respond to changing needs throughout the year, resulting in other areas of evaluative activity and improvements that are not captured in the improvement plan. They need to ensure a more strategic approach is taken in school improvement planning to ensure the most relevant priorities, which will have the greatest impact on outcomes for children, are consistently taken forward.
- Staff across the school show commitment to shared educational values and professional standards. Senior leaders review whole school developments and individual classroom practice, including formal and informal monitoring of learning. Staff work well together and are continuing to gain confidence in knowing what the school does well and needs to do next. This is achieved through involvement in a variety of self-evaluative activities throughout the year. Staff participate well in a variety of professional dialogue opportunities. Teaching and support

staff take leadership roles in a variety of aspects across the school. Examples include staff leading the development of aspects of mental mathematics and emotional literacy. All staff have undertaken peer observations of learning within school and a few staff have participated in this out with school. Such learning and sharing with colleagues across schools supports an outwards look in the work of staff. Class teachers have sampled practice across the school, for example, in spelling and Developing the Young Workforce (DYW), sharing findings with colleagues. Staff should continue to be fully involved in the process of change, leading and evaluating evidence-based school improvements, which impact on children across the school.

- Every member of staff undertakes regular professional review and development. Professional review for teaching staff is aligned appropriately with the General Teaching Council for Scotland (GTCS) professional standards.
- Staff work well with children, parents and partners in the local community of Balloch. Parents are involved in school improvement through a supportive parent council and wider partnership with the parental community. Parent groups helpfully provide and manage a school website and use social media for sharing information. Parents are informed of improvements through regular newsletters and use of the website and social media.
- Partners report strong relationships with the school. For example, the links with the variety of allied health professionals supports improvements for children and staff in the school. A few partners are involved in joint planning and evaluative activities relating to how their services support improvements to school. The school should continue to involve parents and partners in on-going consultation and evaluation of school improvement projects, to jointly plan priorities for continuous improvement.
- Children feel they have a strong voice in the life of the school. They are involved in a range of leadership roles to support improvements, including acting as reading or friendship buddies. Through the work of the eco group, children are proud of the recent renewal of their Eco Schools Scotland green flag. Children share their views through various means such as the pupil learning council and health and wellbeing committee. Children feel adults seek their views and opinions. As a next step, the role of children, and how they inform school improvement, should be developed further. For example, through a pupil version of the school improvement plan.
- Staff undertake aspects of career-long professional learning individually and collectively, for example in taking forward BSL. As a next step, staff should support and develop aspects of research to support improvement, for example, through practitioner enquiry, or a collaborative action research approach. This would support them further in improvements aiming for consistently high quality of teaching and learning across the school.
- Senior leaders and staff are aware of the socio-economic culture and context of their school. Through the senior leaders, the school is taking appropriate steps to identify the best use of the Pupil Equity Fund. This includes a focus on improving aspects of reading, with interventions to support individual children. This is being effectively implemented by class teachers and pupil support assistants. In order to deliver excellence and equity for all learners, as identified by senior leaders, the school should continue to review impact of each intervention put in place.

## 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

- Across Balloch Primary School, children benefit from a positive, purposeful and inclusive learning environment. Children across the school are respectful, considerate and polite. Most children are motivated and engaged in lessons. Children work well with each other and behave well in class and in the outdoor environment. The positive ethos and culture are enhanced by the school's values.
- Overall, the quality of teaching is good. In almost all lessons, teachers' explanations and instructions are clear. Across the school, teachers use questioning well to support children's understanding of what they are learning. In the most effective practice, skilful questioning builds on children's responses and encourages higher-order thinking. In the majority of lessons, teachers intervene effectively to support progress in learning. Pupil support assistants (PSAs) provide effective support for individuals and groups of learners. Staff should ensure that all children's learning needs are met through skilful differentiation of planned learning outcomes.
- Overall, teachers plan interesting and stimulating learning experiences. In almost all classes, lessons are well-paced. Lessons often focus on supporting children to work collaboratively, in pairs and small groups. Through this, children are developing positive working relationships with each other and are learning the benefits of teamwork. Staff should continue to develop their approaches to collaborative learning in order that these experiences challenge children consistently and support successful learning.
- At the early stages, staff are developing play-based learning approaches and this is having a positive impact on children's involvement and engagement. Staff need to ensure a continuing focus on the benefits and pedagogy of play to help support consistency of practice across classes. There is scope to develop collaborative working with early years practitioners in the nursery class to support further the professional learning of school staff.
- Within topics planned by class teachers, children are given opportunities to make choices about aspects of their learning. For example, children identify what they would like to find out more about at the start of new contexts. This practice should now be extended to allow children to influence more areas of their learning including opportunities for children to take part in sustained, open-ended investigations. Children need to take more responsibility for leading their learning to support further their creativity and independence.
- Children, particularly in the upper stages, can identify how teachers engage them in understanding the criteria for successful learning. Across the school, during individual lessons, children are clear about the purpose of their learning and what they need to do to be successful. In most lessons, children reflect on their learning and whether they have achieved

the planned outcomes. Children are provided with helpful feedback on their learning through individual conversations with their teacher. They are involved in evaluating the progress in their writing. They complete a 'learning snapshot' at several points in the school year which includes self-evaluation of an aspect of their learning. The school should continue to develop this practice to allow children to reflect on their learning more frequently in order to take increased ownership of their progress. This should include agreeing medium-term targets based on next steps in learning, formed by children in consultation with their teacher.

- Children are motivated and respond well to learning outdoors across a range of curriculum areas. Staff should continue to explore opportunities for children to learn about the natural environment within the school grounds and local community.
- Children follow a progressive programme for digital learning with weekly discrete lessons. As a result, they are developing well their digital literacy and use of digital technology, for example preparing presentations and coding remote devices. Teachers use digital technology well to support learning in class. The school's planned introduction of new portable devices has potential to support children to continue to develop and extend their digital skills.
- The school has developed a range of processes to support staff in planning for progression for children's learning and skills development across all areas of the curriculum. Teachers have clear guidance on the range of assessment and tracking mechanisms to be used across the school year which measure children's progress in literacy, numeracy and health and wellbeing and are increasingly based on National Benchmarks. Staff use information from Scottish National Standardised Assessments (SNSA) at P1, P4 and P7. A next step for teachers is to include key assessment tasks and holistic assessment activities within the planning stages of the cycle of learning, teaching and assessment. Staff should continue to explore robust approaches to assessing children's application of learning. Senior leaders, alongside teachers, should work towards tracking children's progress across all areas of the curriculum.
- Teachers work well together at year group and composite levels to jointly-plan interdisciplinary learning (IDL) projects. This helps to ensure consistency across learning. To support further progress and challenge, teachers should consider planning areas of children's learning across Curriculum for Excellence (CfE) levels. Senior leaders should continue to develop staff's confidence in developing a shared understanding and moderation of standards across the curriculum.
- Children's progress towards achievement of CfE levels in literacy and numeracy is tracked and monitored well using the local authority's tracking system. Class teachers have helpful meetings with senior leaders three times per session to analyse data, review progress and jointly plan any necessary interventions to support individual children's progress. Senior leaders recognise the need to ensure that tracking of progress and conversations with staff leads to increased challenge for high attaining children.

## 2.2 Curriculum: Learning pathways

- Staff use skills frameworks and progression planners to plan learning in all curriculum areas. These planners relate appropriately to the National Benchmarks. The school's recently updated curriculum rationale references relevant local and national guidance and identifies a wide variety of resources to support teachers. Progression frameworks for literacy and numeracy are used well to plan and also assess children's progress in learning. These include progression overviews which aim to ensure continuity of learning across nursery in to P1.
- The school's programme for IDL provides breadth across learning and provides helpful opportunities for children's application of literacy and numeracy skills in context. The school's curriculum rationale identifies a range of local partners who contribute well to children's learning in various contexts. Senior leaders should continue to ensure that local contexts and links permeate learning across the curriculum.
- The school has audited its practice in Developing the Young Workforce (DYW) using the Career Education Standard 3-18. As a result, learning related to skills for work is being integrated well within IDL topics. Teachers increasingly relate core curriculum experiences to developing children's skills for learning, life and work. Representatives from workplaces and businesses in the local and wider community regularly visit classes to talk about their jobs and the skills they require to be successful. Children from a number of classes visit local colleges and centres to learn about the importance of having relevant skills in the workplace.
- The school's effective 1+2 approach to delivering language learning includes French and a programme for all children across nursery and the primary stages to learn British Sign Language (BSL). As a result, children are able to communicate and interact with others in a variety of ways.
- The school provides a balance of discrete and applied learning which is allowing children across all stages to develop important digital skills. This is supported by a detailed framework relating to the National Benchmarks. Senior leaders should continue to review and update the school's framework for digital skills on a regular basis to ensure that children's progress reflects changing trends and new technologies.

## 2.7 Partnerships: Impact on learners – parental engagement

- The Parent Council supports well the work of the school. They help to identify areas for development and gather feedback from the wider parent body. The Parent Council work hard to raise funds and children benefit from the online packages and resources they provide. The wider parent body provides effective support for all children to achieve through provision of clubs and engagement in the school's approach to the world of work.
- Using newsletters, learning snapshots and video links, the school provides a range of useful information for parents. Overall, most parents feel they receive helpful, regular feedback about how their child is progressing in their learning. Parents' consultation evenings with teachers are particularly well attended. A few parents believe that there is scope for their child's learning to be more challenging. A recent e-safety workshop provided a valuable opportunity for parents to learn more about this aspect of safeguarding. The school should continue to develop and organise a range of activities where children and parents can learn together.
- Children across the school participate in a range of community activities, for example working with Highland and Island Enterprise. Visits, such as to local woods, allow children to apply their skills in real life. The school should continue to develop their community links and opportunities to enhance children's learning.
- Partners speak very positively about the welcoming ethos of Balloch Primary School. They feel that projects planned and implemented together with school staff have a positive impact on learners. The school should continue to explore approaches to involve both partners and parents in school improvement.



## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.



### 3.1 Ensuring wellbeing, equality and inclusion

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

- Children benefit from positive relationships with peers and adults in the school. Teachers and support staff are creating a supportive environment for learning and, as a result, most children feel respected and safe. Children can identify how the school helps them to pursue a healthy lifestyle and they engage in regular quality physical education (PE) and physical activity. Children benefit positively from activities provided by Active Schools and sports coaches supported by Young Sports Leaders. Through the work of the pupils' health and wellbeing group, most children understand the risks associated with using digital technology and can talk about how to stay safe online. Most children feel they belong in the school community and talk with pride about their school and friendships. Senior pupils demonstrate responsibility in a range of leadership roles, such as reading buddies, which they enjoy and they can articulate well the confidence developed through these opportunities. The skills-based health and wellbeing curriculum implemented across the school ensures children are developing an understanding of wellbeing in a planned and progressive way.
- Almost all children identify staff they can talk to if they are worried. A few children and parents feel that when bullying occurs in the school it is not always dealt with well. Staff are aware of the need to work with children and families to ensure that all bullying incidents are dealt with and that all actions planned or taken are communicated well. A next step needs to be to consult with staff, children and parents to review the school's planned and progressive anti-bullying approach and policy. Senior leaders should ensure that this reflects current local authority and national guidance.
- The school has a range of interventions in place to support the wellbeing needs of children who face challenges. For example, children benefit from access to 'Room for Everyone' to participate in activities developing emotional literacy. Support staff assist children skilfully to develop further their social and emotional skills and, as a result, children accessing the room make good progress in their wellbeing. Working with multi-agency partners, senior leaders monitor the wellbeing needs of children and ensure that the impact of targeted interventions is closely monitored.
- Staff have a sound understanding of Getting it right for every child (GIRFEC) and use the wellbeing indicators well to assess and identify the needs of individuals. This forms part of children's plans. Senior leaders and teachers are raising children's awareness of wellbeing indicators through assemblies and lessons. Children can talk about aspects of wellbeing, such as safe and responsible, and provide examples from their lives. This work should now be extended further to embed a shared understanding of all of the wellbeing indicators. The school recognise the importance of developing approaches to allow children to reflect on their own wellbeing and identify areas where they need support.

- Staff use restorative conversations to support children to resolve disagreements. Senior leaders recognise there is a need to review the school's current policies and approaches to support children's universal behaviour and wellbeing across the school. This should be within the context of a positive relationships policy in line with current national guidance and focused on children's rights. Children and parents should be involved in the consultation and development of this work.
- Staff know children and families very well, and are alert to any changing needs and circumstances. In line with local authority guidance, the school have clear procedures in place for identifying the additional support and intervention that individual children may require. Senior leaders have developed an overview of children's needs across the school. They monitor regularly the support and interventions that staff put in place to support children. As a result, children with additional support needs are engaged in their learning and well included in the life of the school. Staff should develop methods to ensure children's and parents' views on targets and progress are recorded in plans. The school should monitor the progress of care experienced children more closely. This includes determining whether they have additional support needs and if they require a coordinated support plan.
- Across the school, staff are committed to including every child in the life of the school. Particular groups of children benefit from inclusive approaches. Senior leaders monitor levels of attendance and late-coming and, with multi-agency partners, support children and families where improvement is required.
- The school's equality policy outlines their commitment to equity for all children. Across the school, almost all children demonstrate respect for others. Staff celebrate multi-faith events and festivals with children throughout the school year during religious observance. As a result, children are reflecting on their own beliefs and values and developing an understanding of the beliefs of others. The pupil eco committee have plans in place to focus on gender equality and challenge stereotyping to improve school opportunities further. The school should continue to develop children's understanding of diversity and equality issues within the curriculum, and ensure these are part of planned and progressive learning.

### 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- The school evaluate accurately children's progress in literacy and numeracy. For 2018/2019, the school's data shows that by the end of P1, all children attained early level in numeracy, almost all in reading and most in writing. By the end of P4, almost all children attained first level in reading and most in numeracy and writing. By P7, almost all children achieved second level in numeracy and writing, with most attaining this in reading. Across the school, almost all children school attained appropriate levels in listening and talking. A few children across stages of the school exceed national standards in aspects of literacy and numeracy. A few children could be attaining more.
- For children with additional barriers to their learning, including those with additional support needs, robust evidence provided by the school shows that most are attaining appropriate to their individual level of needs and making good progress from prior levels of attainment.

#### Literacy and English

##### Listening and talking

- Overall, most children are making good progress in listening and talking. Across the school, children listen well and respond to each other in a respectful and polite manner. When listening to instructions and explanations in learning activities, most children listen well. Children need to develop further confidence and build on answers from each other.
- Children are developing appropriate skills and articulate their ideas confidently and clearly. At early level, they can ask and answer questions about written and spoken texts to show understanding. Children successfully follow explanations and instructions and listen to stories and sequence events. Across first and second levels, most children contribute their ideas and opinions confidently to one another in class discussions and to adults when appropriate. At second level, most children confidently read in front of the whole class or to wider audiences such as assemblies. Pupils in P7 are offered wider experiences, such as the Mock Court Project. Children need to extend their use of debating skills from first level onwards, to further support and extend focused listening and talking skills.

##### Reading

- Overall, children's attainment in reading is very good with most making very good progress.
- Across the school, children engage well with a range of stimulating texts across learning and are selecting books for personal reading. At early level, almost all children are developing knowledge and application of phonics and identify sounds in their names. They contribute confidently to discussions about events, ideas and characters relevant to texts. Children working at first level can read aloud familiar and unfamiliar texts with fluency, expression and

understanding. They ask and answer a range of questions and are developing comprehension skills. They identify key ideas within spoken texts. Children working within second level show confidence in knowing why they prefer particular authors and make relevant comments about characterisation, structure and setting. They respond to inferential and literal questions and provide thoughtful responses to chosen texts. Children will benefit from continued practice in justifying their responses with supporting evidence.

- Children across first and second levels would welcome more regular changes to the variety of books in class libraries.

## **Writing**

- Overall, children's attainment in writing is good. Children are motivated and positive about writing. Children at early level are developing confidence to write purposefully with an appropriate level of independence. There is scope to provide more regular opportunities for children to create texts of their choice. By the end of first level, most children create a range of short and extended texts using appropriate punctuation. Most children at second level use appropriate style and format to convey information effectively. They are developing their writing skills across the curriculum, including extended pieces of writing. The children would benefit from continuing to practice a variety of texts across this level.

## **Numeracy and mathematics**

- Overall, most children are making good progress in numeracy. Robust assessment data shows that children's mental agility has improved as a result of whole school developments.

## **Number, money and measure**

- By the end of early level, most children can quickly double numbers up to 10, and in a few cases, beyond. They are gaining confidence in identifying and ordering numbers within 20. They can add and subtract mentally to 10. Across first and second levels, most children are developing speed in recalling multiplication facts. At first level, most children can confidently add and subtract two and three digit numbers. They are confident in dealing with different combinations of coins and notes. At second level, most children can accurately multiply whole numbers by two digit numbers and explain the process. Children at first and second levels need to develop their confidence and accuracy when working with multi-step number problems.

## **Shape, position and movement**

- Children at early level can name common 2D shapes and describe a few of their properties. They are beginning to recognise 3D objects in the environment. Across first and second levels, most children can confidently discuss basic symmetry. At both levels, children need to develop their skills further using complex symmetry concepts and patterns. At first level, most children can find right angles in the environment and are developing confidence in naming acute and obtuse angles. At second level, most children can accurately draw circles using a compass and describe the process using mathematical language. They would benefit from further practice with angle problems.

## **Information handling**

- Almost all children at early level can gather data and present it in pictograms. Most can describe the function of a bar graph. Children at first and second levels can gather data and present it in a range of formats such as bar graphs and pie charts. At second level, most children can use the language of probability to predict the likelihood of an event happening. At first and second levels, children need further experience in using real life contexts when planning and carrying out investigations.

## **Attainment over time**

- The school uses a range of accurate data to monitor children's progress over time. The school recognises that analysis of the attainment of different cohorts of children, as they move through the school, is needed to provide additional useful information to support senior leaders and teachers to identify any patterns of attainment or gaps in learning for different groups of children.
- The school provided reliable data covering four years of information on children's achievements in reading, writing, talking and listening, and numeracy. The data demonstrates that attainment has fluctuated in some areas. However, overall there is an improving pattern in levels of attainment across the school in numeracy, reading and writing. Where the school has taken steps to address areas of practice, improvements have been made. The school does not yet monitor and track children's attainment across other curricular areas.

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

- Children's achievements from within school are celebrated at assemblies and through displays. In order to help the children to fully recognise, celebrate and acknowledge their own successes and those of others, staff need to develop systems to track and record individual and collective achievements and share these in more consistent ways.
- All children are invited to nominate themselves for a committee role through a voting system. This process helps children to become aware of their own skills. Senior pupils are developing leadership skills through responsibilities. All children now need to be supported to adopt meaningful and authentic leadership roles within their class and the wider life of the school and any barriers removed. Three pupil committees enable children to contribute to decision making and support their confidence, communication skills and teamwork. More children, including the youngest, need to develop their achievement more.
- Balloch Primary has consistently gained accredited recognition from Eco Schools Scotland and children regularly take part in local events, such as the Inverness Music Festival and Baillie Cup. Participation in these activities has enabled children to apply and enhance their achievements in a wider context. Learners and parents are positive about the additional school activities which are offered at Balloch Primary.

## **Equity for all learners**

- The staff know the children and families very well and understand the socio-economic context of the local area. Using the school's allocation of Pupil Equity Fund, a number of targeted interventions are reducing barriers to children's attainment and achievement. For example, emotional literacy support is provided for identified individuals and the school can evidence positive progress in their readiness to learn. The school needs to identify clearly any attainment gap and ensure that planned interventions are evaluated to show their effectiveness in raising attainment for targeted children. Senior leaders are committed to ensuring that no child misses out on learning experiences due to financial barriers. Initiatives, such as ensuring all children have access to excursions and PE kit, are leading to more children feeling included and involved.

## Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- Children and parents are engaged in transitions at all stages of learning. From the early stages, and for those new to the school, children and families are supported well in joining the nursery or primary stages, through visits, 'stay and play' sessions, sharing activities and experiences. Helpful information is made available to parents in a variety of ways.
- The nursery class links well with P1 on a variety of occasions throughout the year. Useful data in relation to children's progress and achievements is shared with P1 teachers. Parents welcome being invited to events with senior leaders and class teachers in P1. Staff should continue planning across the early level, including through playful pedagogical approaches, to continue to support continuity and progression across curricular areas.
- At the primary stages, transition is planned well when children move from class to class. Class teachers share information relating to children's learning, including any additional support needs. Senior leaders should consider extending this transition approach to including sharing of predicted learning targets, in order to ensure children's prior learning is taken fully into account. Where possible, children are offered an opportunity to meet with their teacher in their new classroom.
- Balloch Primary works closely with its associated secondary school, Culloden Academy. This includes engaging in interesting learning activities within the secondary school, for example P5/6 events in science, P7 transition activities and social events such as the annual ceilidh. Both schools appreciate the strong partnerships with each other, to support children feeling confident and move smoothly from primary to secondary. This includes sharing information and practice. Primary and secondary colleagues work well together, for example in reading and mathematics, including moderation, to support expectations and sharing of standards. The school should continue as planned, with close links with Culloden Academy, to ensure continuity and progression in learning.
- For children and families who may require additional support, strong partnerships exist with partner agencies. These partnerships are effective at points in children's learning throughout the school, particularly at times of transition. Extended transition visits take place, for example, for children moving from class to class, or from primary to Culloden Academy. Secondary staff attend Child's Plan meetings for children in P6 onwards. Strong partnerships for transition, including for emotional and social wellbeing, have resulted in children who are confident in attending school or moving on from one sector to another.



## 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.