

Summarised inspection findings

Roths Primary School

Moray Council

3 September 2024

Key contextual information

Rothes Primary School is a non-denominational school located in the rural town of Rothies, Moray Council. It predominantly serves children who live within the town. The current roll is 79 children across five mixed stage classes. The majority of children live in Scottish Index of Multiple Deprivation (SIMD) decile five and a minority live in SIMD decile seven.

The headteacher has worked at Rothies Primary School for since 2006. She has been headteacher since 2017. The headteacher has teaching responsibility one day per week.

1.3 Leadership of change

good

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

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

- The headteacher and staff ensure that all children at Rothies Primary School are valued and encouraged to do their very best. The school motto 'by heart and by hand' is shared with Rothies town community. Children, staff and parents were involved in reviewing the school's values in 2022. The school's values of happy, enthusiastic, achieving, respectful, teamwork, hardworking, adventurous, nurturing and determined are evident across the school. Parents, children and staff feel these are relevant and in line with their aspirations for the school community. Almost all children show a high level of understanding of the school values and model them well. As a result, the school values are embedded in the life and the work of the school. Children and staff are very proud of their school.
- The headteacher provides effective leadership to the school. She is aspirational for each child and promotes an education which meets the needs of all individuals. She ensures that all staff maintain high expectations for all children. Children, staff, parents and partners have a high level of respect for the headteacher and appreciate her kind and supportive leadership. The headteacher creates and implements a strategic plan for continuous improvement in consultation with all stakeholders. She seeks the opinions of staff, parents and children well to identify areas for improvement. This includes using How good is our school? 4th Edition, a range of surveys and pupil-led groups.
- The current school improvement (SIP) plan is aligned with national and local improvement priorities and based on important areas of development, agreed in collaboration with staff. It focuses on a number of areas for improvement. This includes equity and inclusion, raising attainment in literacy and numeracy, and high-quality learning and teaching and learning for sustainability. As planned, the headteacher should work with staff to identify a reasonable level of change within an appropriate timescale.
- The headteacher undertakes annual classroom observations and meets with staff regularly to review children's progress as part of quality assurance processes. As a next step, the headteacher needs to establish a more robust approach to quality assurance. This should include more regular class observations, monitoring of children's work and discussions with

children about their learning and progress. The headteacher should use evidence gathered through quality assurance activities to inform the development of a learning and teaching policy. This should support all teachers to plan consistently high-quality experiences for children across the curriculum.

- All staff are encouraged and empowered to embrace leadership in the school. All teachers have responsibility for pupil leadership groups. A minority take on additional whole school leadership opportunities including mentoring colleagues and the development of play. They are a reflective team who are keen to develop their skills. They have regular and protected time for professional dialogue to consider the school's strengths and areas for development. Staff share their skills and knowledge with each other to help build capacity within the team. Staff are also committed to building and maintaining effective partnership working with their associated schools through 'teaching learning communities'. Across the year, teachers meet with colleagues from associated schools to share practice, engage in moderation activities and support colleagues to implement change and improvements. Teachers' commitment to professional learning is resulting in improved outcomes for all children. The headteacher should continue to develop the capacity of the staff team to lead aspects of school improvements and to ensure everyone takes an active role in leading change and improvement.
- All teachers engage in annual professional review and development (PRD) meetings with the headteacher. They use the General Teaching Council Professional Standards appropriately as a focus in these PRD discussions. As a result, teachers link their professional learning needs to school, local and national improvement priorities. The headteacher responds positively to staff's professional interests. She supports staff to undertake relevant learning linked to these areas, for example opportunities to develop children's learning through play and outdoor learning. Staff's commitment to professional learning is having a positive impact on children's learning experiences.
- Children at every stage have leadership opportunities as a member of one the schools' three houses. Each house has the responsibility for a school improvement priority such as literacy, health and wellbeing (HWB) and learning for sustainability. Staff support children to create an action plan to take forward their priority. The headteacher uses 'Rothes Responds Meetings' and 'Target of the week' packs to engage children in evaluating and influencing continuous improvement. Children use 'How good is OUR school?' to support them in doing this. As a result, almost all children feel their views are listened to and are confident to share their ideas with staff.
- The headteacher has a clear rationale for identification of priorities for Pupil Equity Funding (PEF) spend. This is based on a strong understanding of the socio-economic needs of the school community and a robust analysis of a range of data. PEF is appropriately targeted to support improved outcomes and raise attainment for identified children. The headteacher makes use of PEF to increase pupil support assistant hours and purchase additional resources including online programmes. Additional staff, funded through PEF, support the implementation of a variety of interventions with a focus on improving children's literacy and numeracy skills. The views of parents and carers are not currently taken into account when PEF plans are created. The headteacher should continue to review the impact of PEF to ensure it meets the needs of targeted learners.

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

- Almost all children across the school display consistent and high standards of positive behaviour. All staff reinforce expectations in a calm and consistent manner. They encourage and support children to demonstrate positive behaviour through their use of nurturing principles, school values and through setting clear expectations. Staff respond to and support any children who present with low-level disruptive behaviours using positive approaches to resolve difficulties. These approaches are summarised in a Promoting Positive Relationships policy. The policy takes account of local and national guidance effectively. Children and staff refer to summary posters which identify the key elements within the policy in child-friendly language.
- Teaching and support staff have engaged in effective professional learning including emotions coaching, nurturing principles and supporting children with additional support needs (ASN). As a result, all staff are effective in promoting positive relationships, positive behaviour and children's readiness to learn. Staff work in partnership with parents/carers and the local authority to create individual plans to support children who require them. These plans set out proactive strategies that staff are using successfully to help children regulate their behaviour.
- All teachers have high expectations and aspirations for children. They develop attractive, stimulating learning environments, which recognise and celebrate children's work. Staff use the local environment well to provide children with enjoyable outdoor learning experiences. Visitors to the school and trips out enhance children's learning experiences.
- Most children are actively engaged in their learning and are keen to contribute their ideas and opinions. They work individually, in pairs and in group activities supporting each other well during collaborative tasks. Children are now ready to have a greater role in leading their own learning.
- In most lessons teachers use clear explanations and instructions. They share the purpose of the learning and outline the measures of success with children. This helps children to know what they need to do to achieve in their learning. The majority of lessons are too teacher led and children listen to instructions and examples for overly long periods. As a result, the pace of learning is still too slow. Across the school, the pace of learning could be brisker.
- In most lessons, learning is appropriately matched to most children's needs. Teachers use plenary sessions well in most lessons to reinforce key learning points for children and set the learning focus for the next lesson. In almost all lessons, teachers use effective questioning to check children's understanding. In the majority of lessons, teachers questioning deepens and extends children's higher order thinking. Teachers discuss with children the skills they are developing and make regular reference to real life experiences. The headteacher and teachers

should work together to develop a shared understanding of the features of high-quality learning and teaching. This will support improving the consistency of children's experiences across the school.

- In most lessons, teachers use digital technology effectively to support learning and teaching. Teachers use interactive whiteboards well, for example, to show video clips and images as a stimulus for learning. Children benefit from engaging with online games to support and extend their literacy and numeracy skills. Older children are developing coding skills through the use of micro-bits, coding apps and pupil-led coding clubs. Staff should develop a digital skills framework to ensure children's digital skills develop progressively, with appropriate levels of challenge, across all stages in the school.
- Younger children have regular opportunities to engage in play-based activities. Staff are engaging with national practice guidance and share practice through authority play network meetings. Staff are developing the use of spaces and resources effectively to support learning. Interactions between staff and children are helpful, supportive and respectful. Staff should continue to ensure that play-based activities provide appropriate progression in learning for all children.
- Across the school, individual teachers have developed a range of approaches to plan learning and teaching for their own classes. The headteacher should now work with teachers to develop a more robust approach to planning progressive learning experiences across all areas of the curriculum which build on children's prior learning. Teachers need to plan more fully across all areas of the curriculum to ensure breadth, challenge and application in learning.
- Almost all teachers use a range of formative assessment strategies in class to check children's understanding. Across the school, teachers provide children with helpful oral feedback about their learning. Most teachers give children helpful written feedback on their work, and a few use digital methods to share where children have been successful and how they can improve. In the majority of lessons, children engage well in peer and self-assessment activities. As a result, they identify what they have done well and what they need to do to improve. Teachers gather and use a wide range of evidence, including Scottish National Standardised Assessments (SNSA), to measure children's progress in literacy and numeracy. Increased consistency in the use of assessments is required to further support teachers' professional judgements throughout the school. The headteacher should work with teachers to review assessment approaches to develop a more consistent and robust approach to gathering evidence across all curricular areas. This will help to support their shared understanding of children's progress within and across a level.
- All teachers take part in formal and informal moderation activities. As identified, the headteacher should support teachers to engage further in moderation activities with colleagues across the authority. This should strengthen teachers understanding of national Benchmarks and the accuracy of their judgements about children's progress and attainment across all areas of the curriculum.
- Teachers track children's attainment and progress in literacy and numeracy three times a year. The headteacher creates 'large data sheets' to track children's attainment overtime. The headteacher should now review tracking and monitoring processes with a focus on having time for dialogue with teachers. These regular and robust discussions should support teachers to adapt planning and support as required to maximise children's progress.

- Teachers monitor the progress of individual learners and identify and address any barriers to learning they experience. They use the information they gather to plan and implement interventions for children who are not achieving expected levels. Children receive targeted support to practise their literacy and numeracy skills as required from the support for learning teacher and support assistants. It is important for staff now to regularly measure and track how well interventions are reducing the poverty related attainment gap.

2.2 Curriculum: Learning pathways

- Teachers use progression pathways for literacy and English, numeracy and mathematics and health and wellbeing to plan learning that builds on children's prior learning. Teachers plan for other curricular areas using a range of local authority and school-designed formats. Teachers should streamline the use of these different formats to develop a more consistent approach for planning all curricular areas. This should ensure children experience a greater balance, and increased depth, across all curriculum areas.
- Teachers plan learning for sustainability through learning which links across different subjects. Teachers take account of local events, heritage and children's interests when choosing contexts for learning. Children have opportunities to explore the world of work through visitors to the school. Children and staff are at early stages of implementing a revised framework to ensure children are developing skills for learning, life and work progressively. As identified, the headteacher and teachers should work together to develop a shared understanding of what constitutes interdisciplinary learning. In most classes, there is too great a focus on activities and tasks. It is now important for staff to link activities and tasks better to the development of knowledge and skills.
- Outdoor learning is an increasing feature across the school. Children are motivated by this and engage well. They describe the skills they are developing through these outdoor experiences. As identified, headteacher should work with teachers to develop a framework for learning outdoors to ensure experiences are progressive and embedded within the totality of the curriculum.
- All children receive their full entitlement to two hours of high-quality physical education each week. All children receive a block of swimming tuition annually. Teachers make good use of both indoor and outdoor spaces to deliver a progressive programme for children. They employ a range of equipment well to meet the needs of all children.
- Across the school, children experience a progressive learning pathway in religious and moral education. Partners from the local church support staff to deliver religious and moral education and observance in line with national guidance. These partners support the delivery of assemblies, visit classes and lead school services. Staff should continue to ensure that religious education supports children to develop their understanding of diversity and inclusion.
- Children across all stages learn French, with teachers introducing older children to German or Spanish using online programmes. Staff need to ensure children's modern language experiences are progressive and align with the 1+2 language learning policy.
- Children and staff have recently refreshed the school library. Library books are organised according to difficulty and children use this to help them select books appropriately. Children like the new layout and design. Children would benefit from more regular opportunities to access and use the school library.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher prioritises relationships with children and their families. The headteacher and staff have created a strong sense of community and partnership working with parents/carers, local residents, partner agencies and other organisations. This is helping to improve outcomes for children.
- Frequent, helpful communication between school and home is well established. A weekly newsletter provides parents/carers with information about the life and work of the school and upcoming events. An online sharing platform enables parents/carers to see what their children are learning and achieving in lessons. A few parents/carers would like to be involved more frequently in reviewing individual plans to support their children who have additional support needs.
- The headteacher and staff are well supported by an active Parent Council. They provide funding for resources and activities which support and enhance learning experiences. All children benefit from experiences, such as, trips and events being fully funded so that cost is not a barrier.
- The headteacher regularly seek the views of parents/carers through different approaches. This is leading to the majority of parents feeling that the school takes their views into account.

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

- The headteacher has established a strong nurturing ethos where children and staff are valued and respected. Staff, parents/carers, partners and community members talk very positively about the value the headteacher places on establishing and maintaining positive relationships across the school community. All staff work very well together to provide a safe, nurturing and inclusive environment. Wellbeing underpins all aspects of the life and work of the school and is an important driver in improving outcomes for children. All staff at Rothes Primary School have developed very close and caring relationships with all children. These positive relationships help children to feel safe and secure in school and support their positive engagement with learning. Almost all parents share that their child likes being at school.
- Children are developing an increasing awareness of their rights through their work on the United Nations Convention of the Rights of Children (UNCRC). Children and staff work together annually to create class charters based on both the school values and articles from UNCRC. Staff and children use class charters well to agree expectations about behaviour and the contribution both adults and children will make to learning. Staff and children should build on this work, ensuring children's rights are embedded in all aspects of school life, including during learning and teaching.
- Staff and children have a shared understanding of the importance of wellbeing. The headteacher makes meaningful reference regularly to the wellbeing indicators during assemblies and her weekly whole school challenges. Almost all children can talk confidently about the wellbeing indicators and their relevance to their lives, both in and beyond school. They complete regular self-evaluations of their wellbeing and staff analyse the responses carefully. Teachers use the information gathered to plan appropriate supports and interventions for individuals and groups of children. This includes one-to-one counselling and group work to help children deal with change and bereavement. As a result, almost all children consistently report positively across the eight wellbeing indicators.
- Teachers plan learning activities based on the health and wellbeing experiences and outcomes. A cooking classroom has recently been installed to enhance children's learning about healthy choices and food technology. Children talk knowledgeably about the importance of living healthy and active lives. Children value and enjoy opportunities for physical education and access to activities that encourage them to be active. All children take part in both creative and sports-based clubs and groups. These include swimming, bike-ability, football and arts and crafts. These experiences are enhancing children's skills in a variety of ways such as co-operation, creativity and develop resilience.
- Children support peers to improve their wellbeing through being involved in pupil groups. Children also participate in community projects such as improving walking routes around

Roths and a litter picking campaign. This helps children to develop their understanding of wider global issues and consider the needs of others.

- Teachers work effectively with colleagues at all stages of transition to support children well as they come to school from early years settings or move on to secondary school. They share a range of appropriate information well to help ensure children's continuity of learning, wellbeing and progress. At P1, there is a well-established transition programme in place that is supportive and helpful for families. Teachers visit children at nursery before they join P1 and use a buddy programme well to support children's start to school. Teachers link well with staff from the associated secondary school to support children's P7 to S1 transition. Children visit the secondary school and enjoy visits from the secondary school teachers throughout the school year. Staff plan effectively for children who would benefit from an enhanced transition. Across the school, teachers share relevant information about children's attainment, wellbeing and individual needs as they move from one stage to the next. These supports provide children with effective opportunities to settle in and thrive in their new settings or classes.
- All staff are aware of their responsibilities in relation to safeguarding and keeping children safe. All staff have undertaken professional learning in line with their responsibilities and codes of practice. There is a clear staged intervention process in place for children who require additional support. Children with ASN are supported by appropriate plans, which are reviewed regularly. Parents and children give their views on the plans. Staff work with a range of partners, including an educational psychologist and a social and emotional support worker, to plan and deliver effective support to children and families. Almost all children's targets are linked clearly to aspects of wellbeing and learning. Children make positive progress as a result of this partnership approach. Staff should now develop more robust approaches to monitoring the effectiveness of interventions that are put in place to assist children with identified needs.
- The support for learning teacher and pupil support assistants provide a range of targeted supports for children who require additional support with their learning. This includes well-planned strategies to develop children's literacy and numeracy skills. Staff should ensure that children receive targeted interventions more frequently. As identified, the headteacher should review the timetables of pupil support assistants to support further accelerating identified children's progress.
- Children's attendance is in line with the national average. The headteacher has robust processes in place to monitor and track attendance. She takes immediate action and follows local authority procedures in an attempt to improve the attendance of individual children. The headteacher supports families where attendance dips below a threshold to ensure children are not adversely impacted by absence from school.
- The headteacher monitors incidents of bullying carefully and involves families to help resolve any issues effectively. All staff are effective in using restorative approaches to deal with conflict. As a result, all parents/carers feel that bullying is well managed in school and that their children are safe in school. Most children report that they have either not experienced bullying or feel that it is managed appropriately. Children understand and discuss reasons why others may be bullied such as race or culture. All staff should continue to ensure all children are aware of all protected factors that could lead to bullying incidents. This will support children to identify, manage and respond to any incidents confidently.
- Children are learning about different cultures, languages and religions. They learn about equality and diversity as part of curriculum programmes including religious and moral education, learning for sustainability and social subjects. Staff are increasing children's access to books and resources which support children's learning about diversity. Almost all children feel that staff help them to understand and respect other people. In the upper stages, children

have a very well-developed understanding of neurodiversity and this supports them to celebrate the diverse contributions all children make. Teachers should continue to develop the curriculum to support children to learn progressively about issues relating to equality and diversity.

3.2 Raising attainment and achievement

very good

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

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

Attainment in literacy and numeracy

- Rothes primary school has small numbers of children at each stage. Therefore, levels of attainment are expressed as overall statements rather than for specific stages or CfE levels.
- Overall attainment in literacy and English and numeracy and mathematics is very good. Across the school, almost all children achieve expected levels of attainment in literacy and English and numeracy and mathematics. A minority of children exceed expected levels. Most children who require additional support are making good progress from their prior levels of learning. A few children at each stage across the school could make better progress if learning was set at the right level of difficulty for them consistently.

Attainment in literacy and English

- Overall, almost all children make very good progress in reading, writing and listening and talking.

Listening and talking

- Across the school, children listen well to each other and adults. At the younger stages, children use new vocabulary in different contexts to express their ideas and feelings. At the middle and upper stages, children take turns and contribute at the appropriate time when engaging with others. They communicate clearly and audibly, applying a few techniques including verbal and non-verbal when engaging with others. Older children ask and respond to a range of questions successfully, including literal, inferential and evaluative. They identify the difference between fact and opinion with suitable explanation.

Reading

- At the younger stages, children use knowledge of sounds, letters and patterns to read words. They are becoming increasingly confident in using knowledge of sight words to read familiar words in context. At the middle and upper stages, children confidently use a range of word recognition strategies independently. They read with increasing fluency, understanding and expression, using appropriate pace and tone. Older children make relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

Writing

- At the younger stages, children write short sentences using simple words with growing confidence. They would benefit from opportunities to write independently through a range of play, imaginative and real contexts. At the middle stages, children create a variety of texts for different purposes. They use relevant and interesting vocabulary as appropriate for the context. At the upper stages, children create a range of short and extended text regularly for different

purposes. They use appropriate style and format to convey information and correctly apply key features of the chosen genre.

Numeracy and mathematics

- Overall, almost all children are making very good progress in numeracy and mathematics.

Number, money and measure

- Almost all younger children are developing their understanding of number very well. They order numbers forwards and backwards to 20 and can identify a missing number in a sequence successfully. At the middle stages, children solve addition and subtraction problems with three-digit whole numbers accurately. They confidently solve two-step problems to calculate the total spend and change. A few children would benefit from further practice comparing the size of fractions and placing them in size order. At the upper stages, children successfully carry out money calculations, calculating profit and loss accurately. A few children require more practice rounding whole numbers to the nearest 1000, 10,000 and 100,000.

Shape, position and movement

- Across the school, children confidently name and discuss features of two-dimensional (2D) shapes and three-dimensional (3D) objects appropriate to their stage of learning. At the middle stages, children confidently use positional language associated with direction and know that a right angle is 90 degrees. At the upper stages, children use their knowledge of the link between the eight compass points and angles to accurately describe, follow and record directions. A few children would benefit from further consolidation calculating area and perimeter of straight sided 2D shapes.

Information handling

- At the younger stages, children successfully use their knowledge of colour and size to match and sort items, which they show in bar graphs. At the middle and upper stages, children extract key information and answer questions from a range of bar graphs and tables. They describe a range of graphs and charts confidently, including their key features. Across the school, children should continue to build their skills through real-life, meaningful experiences. Older children should continue to extend their skills by using digital technology to organise and display information, such as electronic spreadsheets and creating pie charts.

Attainment over time

- Almost all children maintain high standards of attainment over time which are above or in line with local authority averages. The headteacher uses 'large data sheets to track and monitor the progress of individuals, groups and cohorts of children in literacy and numeracy. As planned, the headteacher and staff should now develop this system further to track and monitor children's attainment across other curricular areas.
- Teachers should continue to develop their understanding of national standards and build their confidence in making professional judgements on children's progress and achievement across the curriculum. This will improve the accuracy of their attainment data and reflect better the successes children are making in their learning.

Overall quality of learners' achievements

- Children share their wider achievements through online platforms, achievement boards and at assemblies. This is supporting children to identify their strengths and recognise their success. Working together as a school, children are proud of achieving national awards, such as a

reading school award. Children also enjoy taking part in local competitions including cross-country running and Rothes flower show.

- Children enjoy contributing to the life of the school and wider community. Older children speak enthusiastically about leadership responsibilities such as house and vice-captain, being buddies for younger children and leading lunch-time clubs. These opportunities are strengthening children's confidence and sense of responsibility.
- Almost all children participate in a variety of clubs such as martial arts, dance and tennis. These are supporting children to develop their sporting and teamwork skills. Participation in clubs and activities is captured through a yearly survey. The survey allows staff to identify children who are not involved in clubs or activities and remove any barriers to their engagement. The headteacher and staff have recently introduced a revised progressive framework for skills for learning, life and work. Older children are using a digital application to track their skills development. As planned, teachers should continue to support all children to identify and understand the skills they are developing through participation in all activities.

Equity for all learners

- The headteacher supports staff very well to have a clear understanding of the social, cultural, and economic context of the children and families who attend the school. Staff use this knowledge successfully to take collective responsibility for children's progress. Staff ensure children are not disadvantaged by the cost of the school day. The Parent Council and wider community are generous in providing resources, which benefit children who at risk of missing out. For example, daily fruit, preloved uniform and music experiences.
- The headteacher uses PEF for resources and additional support assistant hours aimed predominantly at improving individual children's attainment in aspects of literacy and numeracy. Staff now need to capture the impact of interventions funded by PEF on children's attainment. This should support them to identify successes and make necessary changes to particular interventions to help improve children's attainment further and accelerate their progress. This should also support them to evidence progress towards closing the poverty related attainment gap.

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.