Summarised inspection findings

Croy Primary School

The Highland Council

SEED No: 5138523

26 January 2018

1.3 Leadership of change	weak

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

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

■ The school has experienced leadership changes over recent months, along with significant staffing changes in recent years. During the course of inspection, there were two acting headteachers, one of whom had been in school as PT and subsequently in post as acting headteacher for eight weeks; and one acting headteacher for two weeks. All members of the school community shared with inspectors that they are eager for stability in the leadership and staffing of the school.

■ There has recently been a renewed focus on reviewing and refreshing a shared vision, values and aims relevant to the Croy school community. The new acting leadership team is taking action to embed the revised vision, values and aims in the life of the school. For example through sharing success assemblies, '*shine bright like a diamond*' awards, and inviting all involved in the life of the school to support the schools journey on the '*Croy Express to True potentialville'.* Successes are shared through regular communications to parents through various means including dojo class stories, school twitter account, school blog/website, newsletters.

■ It is clear that all staff want the best for the children at Croy Primary School. They have some awareness of the social, cultural and economic context of the local area. The school has identified areas for appropriate use of Pupil Equity Funding (PEF) funding to support improvements in literacy. The school is taking early steps to become more data rich. We would encourage all staff to actively engage in the analysis and evaluation of intelligence and data to enhance planning to support current local and national agendas of achieving excellence and equity. Whilst staff are reflective, there is now a need for the whole school community to work together with stakeholders to turn the shared vision into a sustainable reality which is embedded in the life of the school.

■ The acting headteachers engaged extremely well with the inspection process. They provided a clear self-evaluation and overview of school's improvement needs, which identified a well-defined agenda for taking the school forward. In a short period of time, through the temporary acting headteacher arrangements, the acting leadership team is focusing on particular aspects of change which are starting to show impact. Examples include a shared and consistent approach to class-to-class transition information, a newly-developed shared collegiate plan for the year, with accurately identified improvements. There is also a focus on positive relationships, improving ethos and celebrating and sharing success. All of these were evidenced or reported by stakeholders during the course of inspection.

- Staff are eager to be involved in improving the school. Whilst evidence of plans for improvement over recent years exists, including planning for tracking of attainment over time, there is a need for the pace of change to be increased. Leadership of change needs to have more impact. As identified by the current acting leadership team, approaches to self-evaluation and strategic planning need further strengthened. Acting senior leaders have correctly identified that there is a need to ensure all staff are active participants in implementing improvement and change across the school. Improving approaches to collegiate self-evaluation involving all stakeholders, using the newly established '*Team Croy'* approach should support the school's improvement journey.

- The acting school leadership team has correctly identified the need to take action to ensure all staff have consistently high expectations of all learners at all times. Expectations and standards of work are too variable across the school, and as a team, staff should agree clear and ambitious standards for all learners at all levels.

- There is now a need for senior leaders to effectively guide and manage the strategic direction and pace of change, through strategic planning for continuous improvement to evidence clearly the impact of change.

- Staff are reflective and are taking on leadership roles in several areas. Examples include the recent development of intergenerational working through the community café and through sustainable education. This is linked to an outward-facing focus of children's understanding of the world and their involvement in future change. There is now a need for staff at all levels to be guided in improvement, taking responsibility for implementing change and improvement across the school.

- Learners have a few leadership roles such as house captains, vice captains, Junior Road Safety Officers and participating in the pupil council. The school should now consider how these leadership roles impact on improvement, are linked to learning and how these support in developing skills for learning, life and work.

- The school's leadership of change over time has important weaknesses. The pace of change needs to be significantly increased across the whole-school community to help children make the best possible progress. This includes the need to strengthen approaches to self-evaluation and strategic planning to support leadership at all levels to secure improvements across the school and nursery. Improved approaches and processes should support consistent high-quality learning and teaching and well-paced change. Continue to focus on developing the curriculum to help children make better progress and raise attainment.

- Continue to put rigorous arrangements in place to assist those who need support in their learning and development, with regular checks made to show that children are being well-supported.

2.3 Learning, teaching and assessment	satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

■ Teachers use a variety of tasks and activities in their lessons. Staff are committed to creating positive and enjoyable environments for learning. Almost all children are keen to learn and have positive relationships with their teachers. They are not always fully motivated by their lessons. In order for children to learn and achieve more and improve attainment, there is now a need to ensure that differentiation is more appropriate and that there are consistently high levels of challenge across the school. Teachers need to have higher expectations of what children are able to do. Development of higher-order thinking skills would support deepening of learning.

■ In almost all lessons, instructions and explanations are clear. In a few lessons, children are clearly aware of the purpose of learning activities. Where effective learning intentions are shared with learners, this has a positive impact on the children's understanding of what they were learning. There is now a need for learning intentions and success criteria to be clear and purposeful. There is scope for children to further develop their own success criteria in relation to assessing their own learning. This will support up-skilling children in the language of reflecting and evaluating their learning and in taking ownership of their learning, therefore knowing more about what they need to do to improve.

■ Whilst there are a few examples of good practice which should be shared, learners' experiences are not yet consistently of a high-quality across the school. There is a need to plan high-quality learning with tasks and activities which are well-matched to the variety of needs within the class. This will also support the school's aim to improve the culture of respect for each other across the school.

■ As the school has identified, there is a need to enhance the use of digital technology throughout the school. Through the planned increase in the range and number of digital devices, the school should now develop further the use of digital technology consistently to improve children's learning experiences.

■ A range of formative assessment strategies are being used in classes to support learning such as sharing learning intentions and individual and peer assessment. In most classes, children are involved in self-assessment. The school should continue to develop strategies to help inform and support progression in children's learning and embed appropriate use of strategies consistently across the school.

■ Across the school, although feedback is shared with children, there is a need to ensure that feedback is used to outline next steps in learning and support children to clearly

identify what they need to do to improve. The school should evaluate the current use of Assessment is for Learning (AifL) strategies to develop consistent practice and a shared understanding of how these approaches support effective learning and teaching.

■ Teachers make professional judgements on the progress children are making in literacy and numeracy within the curriculum. The school recognises the need to develop teacher's understanding and confidence in achievement of a level to ensure professional judgements are based on robust evidence. The school should develop further effective planning for application of children's learning.

■ Aspects of moderation have taken place within the school and across the Associated Schools Group (ASG). The school needs to further develop approaches to moderation in order to support shared expectations of standards to be achieved. This will enable the school to plan relevant and appropriately challenging learning for all children.

■ Children undertake baseline and standardised assessments. Whilst analysis of assessment information is at a developing stage, this is not yet embedded enough to fully help inform planned interventions in order to raise attainment for all children. The school's current tracking information identifies predictions for individual and groups of children at class level, although there is not currently a whole school overview of tracking.

■ The school is aware of the need to develop an effective strategic and consistent approach to monitoring and tracking children's progress within Curriculum for Excellence levels. This should be utilised to ensure a more consistent analysis of individual and group data over time to inform effective planning.

■ Teachers are using the experiences and outcomes to plan across all curriculum areas. As the school has identified, there is now a need to review the curriculum to allow children to apply their learning, develop their literacy and numeracy skills and knowledge across the curriculum in a range of relevant contexts. This review should include ensuring the planning of Interdisciplinary learning (IDL) activities taking more account of the local context and uniqueness of the school.

■ The school has identified the need to improve children's literacy skills and staff have taken steps to utilise additional funding through the Pupil Equity Fund (PEF) to support additional targeted interventions to improve literacy. This includes external support from a literacy development officer, along with improving access to digital technologies.

2.2 Curriculum: Learning Pathways

■ The school has recently put in place progression pathways to support the planning and delivery of the experiences and outcomes across all curricular areas from nursery through to P7. These pathways offer staff guidance to ensure progression in planning of learning. For consistency, staff should now ensure that their professional dialogue includes how these progression pathways with be embedded from stage to stage. There is a need for staff to extend use of progression pathways to fully identify children's prior learning and the subsequent steps to be planned for. This information will support transitions more effectively as learners progress through the school. Teaching staff should plan high-quality learning with a shared understanding of the curriculum design principles taking account of children's entitlements to learn within the four contexts. As the school has identified, there is now a need to review the curriculum rationale so that staff, parents and children have a shared understanding of the uniqueness of their setting and the contexts embedded within it.

■ There has been a focus on numeracy and mathematics over a period of time at the school, which is resulting in well-developed programmes to support numeracy and mathematics, including numeracy ladders. As a result, of this staff and children are confident in their understanding of the differences between numeracy and mathematics.

■ There are opportunities for children to apply learning within inter-disciplinary learning (IDL) contexts, through a three-year overview for IDL. Work to strengthen learning pathways should include a review of current approaches to IDL delivery to ensure there are relevant and meaningful contexts for children to develop and apply skills as they progress through the school.

■ As the acting leadership team has identified, in refreshing the rationale for and reviewing the curriculum, there is a need to embed Developing the Young Workforce across curricular areas within the progressive pathways. The current skills challenge effectively encourages children to think about skills for learning, life and work in a creative way.

■ The school has recently started to develop and plan for an increase in outdoor learning opportunities and is working closely with supportive learning partners. Positive use of the outdoors is taking place, for example, in the way children are encouraged to make full use of their school grounds for physical activity at break-times and lunchtimes. We would encourage the school to continue to develop planning of outdoor learning across curriculum areas. There should be clear principles and purposeful learning planned, along with appropriate risk assessments and supervision for outdoor learning activities.

2.7 Partnerships: Impact on learners - Parental Engagement

■ Parents appreciate the ways in which the school communicates with them. They appreciate the open door policy, the use of social media and the online platform which gives them information about their children's learning. They value the time and prompt attention that teachers give to addressing many of the day-to-day queries that they may have. The school should build on these successes to provide parents with better information on children's progress in their learning.

■ Parents have an opportunity to be involved in the school through volunteering. Parents contribute well to the running of clubs to give children opportunities beyond the classroom. The Parent Council is very supportive of the school. They raise funds for the school which is valued by the school. There is now an opportunity to involve parents more in approaches to school improvement planning.

■ Parents found the previous information evening on literacy helpful in supporting family learning, particularly in respect of raising attainment. This gave parents an insight into how the school develops children's skills in literacy and encouraged their engagement with reading with their child at home. Based on inspection evidence, the school could now usefully consult parents on homework and promotion of positive behaviour. In doing so, they should develop a shared understanding of what they are aiming to do and seek their views on how further improvements may be sought.

2.1: Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion	satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

◾ Staff have some awareness of the potential impact of health, social and economic factors on the lives of children and their readiness to learn. They respond as situations and needs arise. Information about these factors could be better used to proactively inform the development of a whole-school strategy for health and wellbeing at Croy Primary School. This should include staff professional learning or appropriate training to support improvements in the wellbeing of children and their families.

◾ Children are responding well to new approaches to improving the school ethos. These aim to create, as part of 'Team Croy', a renewed sense of belonging and pride amongst children. The invitation to all staff to 'get on board' sends a strong and inclusive message that everyone has a role to play and is valued as part of the team. Pre-inspection questionnaires highlight mixed views amongst children on behaviour, safety, respect, fairness and how they feel they are treated by each other. More than a few feel that bullying needs to be dealt with more effectively. As a priority, the acting leadership team recognise the need to create an environment in which all children feel included, respected, safe and secure. They have accurately identified the importance of involving children in reviewing the school's promotion of positive behaviour. The recent steps taken to build resilience and personal coping strategies are beginning to help children to be more aware of and to think about the effect their behaviour, and that of others, may have on their peers. They are learning how to apply coping strategies when facing new challenges.

◾ In focus groups, children are able to discuss how the school supports their health, particularly in relation to food, nutrition and physical activity. For most children, there is an understanding of the relationship between food and the importance of regular physical activity and the positive impact on their health. Children get freely available fresh fruit. This combined with the success in increasing uptake of fruit and vegetables through school lunches, is delivering a positive outcome for children in terms of dietary improvement. There is scope for children to be more directly involved in leading activities which demonstrate and celebrate how the actions of the school are delivering a positive impact on their health and wellbeing and support them in making good health choices. It is recognised that greater use can be made of outdoor spaces, and the surrounding local environment. It is commendable to note that uptake of school meals has increased significantly over the past year, alongside a minimisation of food waste from meals.

- Teachers are aware of the Highland Practice Model (GIRFEC) approach and have some experience in using the wellbeing indicators to identify areas of need for targeted children. They are at a very early stage of introducing the indicators as a shared vocabulary and approach for all children. Senior leaders have rightly identified the need to continue to work with all staff to embed the use of the wellbeing indicators. This would assist in achieving a shared, whole-school understanding of wellbeing. Teachers are still to explore how the wellbeing indicators may be integrated into learning and teaching to provide a common language with which to engage all children in reflecting on their own wellbeing. Pupil voice is also key in taking account of how their views and ideas can feed into creating a whole-school learning environment which supports all aspects of their health and wellbeing.

- The interim acting headteacher is well-informed of the needs of each individual child. Of late, there is more rigour being built into approaches to supporting children who need assistance with their learning and development. In doing this, it was identified that, while support meetings were reported to be taking place, these were not always resulting in written Child Plans which were agreed with stakeholders. Senior leaders have recently produced an overview of children who require support for their learning and are able to reassure that all necessary planning is now in place. There are a few Child Plans that require reviewing. Others are yet to be signed off with parents and children. The improved rigour to approaches for supporting children should be extended to helping staff build further their understanding of their responsibilities for GIRFEC. We have asked senior leaders to continue to build rigour into approaches for supporting children to ensure that they are consistently and systematically complying with legislation and fully supporting children. This should result in them being confident that the monitoring and tracking of progress with targets is measuring the success of outcomes for children.

- Pupil Support Assistants (PSAs) are effective in giving small group and individual support. In this, they enjoy positive relationships with children and take forward a range of support strategies. There is scope for teachers and PSAs to be regularly planning together and reviewing children's learning to ensure better outcomes. PSAs would also benefit from having dedicated guidance and communication to support them in their roles. Currently the programme of learning for children who need support does not run in parallel with that of their peers' learning. As a result, children can feel that they are missing out on a classroom activity. This is reducing their engagement with important support activities.

- The school should review current practice to ensure that they are meeting the requirements of religious observance.

- We have raised the school's awareness of new legislation for Gaelic Education. The programme for the 1+2 Approach to Languages has Gaelic (Learners) as L3 for P7 and some of P6. We have discussed with the school making Gaelic (Learners) available to all of P6. Teachers have attended a number of Gaelic-related professional learning and have access to resources.

- At this stage, senior leaders are still to articulate how well the curriculum is taking forward equality and diversity. Where personalisation and choice takes place, for example as part of citizenship groups, it is not clear how these outcomes are delivered for children not making these choices. A number of children do not always understand and respect that some children need additional and separate arrangements for their learning. The newly

commenced focus on developing an improved ethos and team work has potential to promote an improved feeling of fairness.

■ The school is still to update their Equalities policy, in line with the template that has been provided by The Highland Council. As part of this, professional learning on equalities should be a priority for the school. We have also discussed with the acting headteacher and Education Authority, the need for regular updating of child protection training.

3.2 Raising attainment and achievement	satisfactory

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

■ The school's data shows that most children are achieving appropriate Curriculum for Excellence levels. However, this attainment data is not yet robust. Staff's use of moderation and understanding of national standards is at an early stage of development. Individual teachers have data on literacy and numeracy. However, they are still to develop a consistent way of monitoring and recording children's progress towards all aspects of an achievement of a level. There is no overview of progress as children, or groups of children, move through the school. Standardised assessments have been used to support teachers' judgements in literacy and numeracy. Senior leaders are starting to analyse this data to check if children are making appropriate progress from prior achievements and in respect of their potential for attainment. This has resulted in some interventions being put in place. However, there is much headroom to improve the use of data to achieve better outcomes for children. This, for example, could include adjusting the structure the curriculum and providing more challenging and differentiated activities. There should be more awareness of those who are high achievers as a group for learners for whom challenging learning should be planned. In the lessons we observed as part of the inspection, data was not often enough being used to drive planning of learning, choice of task and pace of learning. Senior leaders recognise the importance of having regular meetings with staff to discuss and monitor attainment, and set targets for closing the attainment gap. Children are not confident in describing the steps they should take to improve their attainment in literacy.

Attainment in literacy and English
■ Overall, children are making satisfactory progress in literacy and English. They understand the relevance of literacy and English within their curriculum. They are able to identify career pathways for which a qualification in literacy and English is required.

■ There are some opportunities in other areas of the curriculum for children to apply and extend their literacy skills. Children would benefit from further opportunities to use their literacy skills in meaningful contexts across the curriculum.

Listening and Talking:
■ Most children speak confidently using a good range of vocabulary and grammatical accuracy. For most of the time, they listen well to adults but do not always respect their peers by listening attentively to them. Children are not yet getting sufficient opportunities to be independently developing their skills in talk. Lessons tend to be teacher-directed which restricts children's independence. In the sample groups taken by inspectors, children showed that they are able to express their views and opinions. Children are not able to demonstrate effective listening skills when engaging in pair and group activities which are not directed by adults. The older children describe presenting talks to the

class. They are not able to recall regular opportunities to be debating, presenting their arguments and discussing other's points of views.

Reading:

■ At the early stages, children are developing their knowledge of phonics. At the first and second levels, children enjoy reading. They are able to talk about a range of types of texts. At the first level, children are not yet sufficiently fluent in the reading. There is scope for them to be stronger in decoding words and, therefore more confident readers. At the older stages, the children who are reported to be on track to achieve the second level are engaging with lengthy, challenging texts. They read with fluency and confidence. They are able to discuss a few main ideas from texts. However, they need more opportunities to discuss the writer's craft.

Writing:

■ Children enjoy writing. Their successes in competitions such as the Neil Gunn Writing Competition motivates them. At the first level, children would benefit from having a focus on strategies to improve their spelling. At the second level, there are examples of children producing lengthy pieces of writing, some of which are very good. Across stages, it would be beneficial for children to receive effective feedback on how to improve their writing. While children have criterion against which writing may be assessed, these are not used consistently to give feedback. As a result, children are not able to accurately articulate what they have to do to improve their work. Across the school, children should have more opportunities to write in a wider range of contexts and genres.

Numeracy and mathematics:

■ Overall children are making good progress in numeracy and mathematics. They understand the relevance of numeracy and mathematics within their curriculum and as life skills. Older children are confident in articulating the difference between numeracy and mathematics.

Number:

■ Across the school, almost all children can discuss a range of mental strategies and explain their thinking.

■ Across the school, children benefit from opportunities to embed their learning in numeracy across different areas of the curriculum. For example, younger children use comparative sizes, such as larger and smaller for their bears or tall and wide houses. They measure these using non-standard and standard units of measure. It is pleasing to note that, by the end of P7, children can confidently clarify the difference between numeracy and mathematics and are aware of different aspects and careers where both numeracy and mathematical skills could be applied.

■ To enhance further numerical confidence, children would benefit from a continued focus on mental agility from the early stages and continuing throughout the school.

Money:

■ Across the early level, children are confidently using money to calculate change and exchange coins to the same value. At the second level, children are able to describe applying their skills when working with money through managing budgets.

Measure:

■ Children at the first and second level are aware of ways of measuring using non-standard units and are able to make confident estimates and actual measurements using metres, centimetres and millimetres. They are able to select the appropriate unit of measurement to measure different items.

Shape, position and movement:

■ At early and first level, children recognise some 2-D shapes including circles, squares and rectangles. However, on occasion they mix up squares and rectangles. They have an awareness of 3-D objects including spheres and cylinders. By the end of first level, most children can identify and discuss the properties of most 3-D objects. Children working within second level are able to identify a variety of angles including acute, obtuse and right angle angles.

Information Handling:

■ Across the school, children are developing their knowledge of data handling. At the first and second level, children are able to draw from a range of methods to collect, analyse and display data using research. For example, through visual displays such as bar graphs.

Problem-Solving:

■ Across the school, most children in are solving problems well, showing resilience in wanting to achieve the challenges posed, either individually or working in pairs or groups.

Attainment over time:

■ The school does not yet have sufficient data to be able to demonstrate how well they are raising attainment over time in any area of the curriculum. They should put in place plans to extend reporting on progress beyond literacy and English and numeracy and mathematics.

Overall Quality of Achievement:

■ The school is yet to develop a clear and shared understanding of the purpose of gathering information on children's achievements. This should include opportunities for regular reflection and discussion with children to help them to understand what they have learned, the skills they are developing and that they are able to recognise achievements for themselves. In discussions, children describe a lack of belief in their capacity to achieve or bring about improvement. The introduction of personal targets as a homework task has, for some children, delivered positive outcomes by allowing them to share and demonstrate skills developed outwith school. For example, baking or cooking a family meal. Children in P5-P7 are at the very early stages of exploring skills through working together on skill-based challenges.

■ The school is at the early stages of engaging children in developing and applying learning in relevant and meaningful contexts within the school community. These opportunities have been thoughtfully considered and well-planned by teachers and as a result children are motivated and enthused by such opportunities. Teachers are creative in making links with partner agencies to enhance learning. For example, they are connecting learning about sustainability through planning a Hunger Banquet in association with visits from Oxfam and the local food bank. Personal and social skills are a focus of a new opportunity for children to organise a community café for senior members of the community.

- The school recognises and celebrates children's achievements gained in and out of school with certificates at assemblies and photographs displayed around the school. Children are engaging with the newly-introduced '*shine bright like a diamond*' light box as a way of recognising their achievements.

Equity for all learners

- There are not yet effective systems in place for the school to be able to know how well they are promoting equity and excellence.

- The school should track children's participation in opportunities for achievement to ensure that all children are benefitting from such activities.

- The school is planning the use of Pupil Equity Funding (PEF) to improve children's skills in digital technology. Some other PEF funding is being used to put in place interventions to raise attainment in reading. This involves more than a few learners. Teachers should review the strategies for reading that they are deploying to ascertain how future improvements may be realised in the curriculum to raise attainment.

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

■ Children are supported in their transition from nursery to P1 through the school and nursery class working together for some early learning activities throughout the year. A more formal transition programme is implemented in the summer term. Children enjoy these weekly activities which are supporting them well to become familiar with P1 routines and the overall learning environment. The school has plans to build on their joint early level working and increase planned learning activities across the early level.

■ Tracking information and developmental overviews passed from nursery practitioners to P1 staff communicates which of the early level experiences and outcomes children have covered. As the school has identified, there are plans to develop learning pathways which consistently enable children to build on their prior learning. Such partnership working between nursery and P1 should support the development of a more natural transition from one to the other.

■ A growing programme of visits and learning experiences from P7 supports children to make a smooth transition to secondary school. P7 children have opportunities to visit Culloden Academy and to get to know children from other local primary schools who may be in their classes at secondary, through various activities including the P7 ceilidh.

■ The school is utilising its partnership with Culloden Academy well. Secondary staff report positive partnership working with school staff, children and families. Through attendance at P7 parents' evenings they engage with siblings and parents/carers. As result they are increasingly well informed about families who need some additional support so that children can get the most out of their school experience. The contribution of partners from Culloden Academy is valued.

■ Staff report positively on the collaborative working to develop Associated School Group (ASG) plans for aspects of the curriculum, such as the recent focus on developing a consistent approach to listening and talking.

■ The previously reported instability or changes in staffing in recent years has resulted in variability of stage to stage transition for children as they move through from P1 to P7. Through recent developments led by the acting leadership team, staff report this is much improved. There is now a consistent approach to sharing of detailed information on children's prior learning, attainment and achievements. This should support the planning of appropriate next steps for individuals and groups of children.

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.

Education Scotland
Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T   +44 (0)131 244 4330
E   enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

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