

Sub-Committee on Standards for Children and Families

10:00am, Wednesday, 11 December 2019

Primary School Inspection at Colinton Primary School and Nursery Class

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-Committee on Standards for Children and Families is asked to:
 - 1.1.1 note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
 - 1.1.2 receive an authority inspection follow through report within two years of the publication of the inspection letter

Alistair Gaw

Executive Director Communities and Families

Contact: Jackie Reid, Quality Improvement Education Manager

E-mail: Jackie.Reid2@edinburgh.gov.uk | Tel: 0131 469 3364

Primary Inspection at Colinton Primary School

2. Executive Summary

- 2.1 Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- 2.2 Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- 2.3 This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

3. Background

- 3.1 In April 2019, a team of inspectors from Education Scotland visited Colinton Primary School and Nursery Class. During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

4. Main report

- 4.1 The inspection team found the following strengths in the school's work:
 - 4.1.1 Happy, friendly children who warmly welcome new pupils and visitors to the school and nursery.
 - 4.1.2 The willingness and enthusiasm of staff to lead aspects of the school and nursery's work to improve outcomes for learners.
 - 4.1.3 Partnership working which enhances learners' experiences and ensures effective transitions both at key points and for children and families who arrive or leave during the academic session.
- 4.2 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

- 4.2.1 Improve approaches to learning, teaching and assessment. In doing so, ensure all staff have a shared understanding of progress and achievement.
- 4.2.2 The headteacher should provide strong strategic leadership to raise the attainment and achievement of all. In taking this forward it will be important that the school and nursery develop more robust and reliable approaches to self-evaluation.
- 4.2.3 Increase the opportunities of children across the school and nursery to take greater responsibility for their learning and to have a greater role in school improvement.

4.3 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/education-scotland/inspection-reports/reports-page?id=2117> and this document is included as an appendix.

4.4 **Measures of Success**

Inspectors gathered evidence to enable them to evaluate the school’s work using quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare? Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of these evaluations to keep track of how well Scottish schools are doing.

Descriptions of the evaluations are available from How good is our school? (4th edition)

The school also engages in ongoing self-evaluation activity to gather evidence support to support their judgements about what is working well and what needs to be improved.

Here are the school’s gradings for the following quality indicators, together with Education Scotland’s gradings.

1. Quality Indicator	Self Evaluation	Education Scotland Evaluation
2.3 Learning Teaching and Assessment	4 Good	3 Satisfactory
3.2 Raising attainment and achievement	3 Satisfactory	3 Satisfactory
Nursery		
2.3 Learning, Teaching and Assessment	4 Good	3 Satisfactory
3.2 Raising attainment and achievement	3 Satisfactory	2 Weak

4.5 Progress Made with Identified Areas of Development

The school has created a detailed 3-year action plan to ensure progress across the identified areas of development, and the School Improvement Plan has begun to address each area of development as follows:

4.5.1 Improve approaches to learning, teaching and assessment. In doing so, ensure all staff have a shared understanding of progress and achievement.

- The school began to engage with the Edinburgh Learns Teaching and Learning team in October 2019 with a particular focus on greater pace and challenge for learners to support raising attainment for all and has identified two lead teachers in this area, and every staff meeting and INSET includes input on Learning, Teaching and Assessment.
- The school has begun to focus on the development of consistent approaches to writing, with a particular focus on feedback to support learner progress.

4.5.2 The headteacher should provide strong strategic leadership to raise the attainment and achievement of all. In taking this forward it will be important that the school and nursery develop more robust and reliable approaches to self-evaluation.

- The school is revisiting the City of Edinburgh Council progression pathways and school bundles of Experiences and Outcomes to ensure progression and increased attainment and achievement.
- The nursery has developed their tracking of progress through high quality observations which are moderated across the early years team – the moderation includes focussed observations of staff.
- Key worker groups have been reintroduced in the nursery to allow closer monitoring of next steps for the learning of all children.
- Self-evaluation has highlighted the need for improvement in transition arrangements from nursery to P1. As a result, Experiences and Outcomes are now moderated with a focus on skills progression.
- The school has begun to develop a progressive programme for outdoor learning from nursery to P7.
- In the nursery, staff have been encouraging and promoting feedback from parents on the new start process (transitions to and from nursery, including home visits).

4.5.3 Increase the opportunities of children across the school and nursery to take greater responsibility for their learning and to have a greater role in school improvement.

- The school has engaged with the Rights Respecting Schools programme and initial training for all staff is planned for January 2020.
- City of Edinburgh Council professional learning on Learner Participation has been arranged for February 2020 where activities will allow all staff to evaluate current practice and identify next steps for ensuring that learners are able to influence decisions across the four arenas of participation.

- The school has begun to look at ways of effectively tracking wider achievements of learners to ensure that all children have access to after school activities or lunchtime clubs.
- The nursery has been using 'big books' to increase the effectiveness of planning, to act on children's interests as they develop.
- Pupil voice is a key focus in the nursery to re-develop the 'room to grow', developing children's early leadership skills (through outdoor learning).

5. Next Steps

- 5.1 City of Edinburgh Education Officers will continue to support and challenge progress across the school.
- 5.2 The Head teacher will continue to be part of the Professional Learning Partnership with groups of HTs across the City to ensure robust analysis of learning and teaching across the school.
- 5.3 Inspectors from Education Scotland will re-visit the nursery within 1 year of publication of the inspection report to report on the progress of the nursery. Education Officers from The City of Edinburgh Council will undertake a follow-through visit to the school within 2 years of publication of the Inspection report.

6. Financial impact

- 6.1 There are no financial implications contained in the report.

7. Stakeholder/Community Impact

- 7.1 The Inspection team engaged with focus groups of teaching staff, support staff and pupils during the follow through process.
- 7.2 There are considered to be no infringements on the right of the child.
- 7.3 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Background reading/external references

- 8.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

9. Appendices

- 9.1 Appendix 1 Education Scotland letter and evaluations
- 9.2 Appendix 2 Summary of Inspection Findings – School
- 9.3 Appendix 3 Summary of Inspection Findings - Nursery

skills and enjoy success in a meaningful way across a greater range of contexts. In developing this further, close monitoring and tracking of children's achievements will be necessary. The school should look to make greater use of the wealth of interesting contexts outdoors.

- Overall, the majority of teachers' explanations and instructions are clear. In the majority of lessons, staff make effective use of formative assessment strategies to support children. Staff would benefit from a clearly defined overview of strategies which are to be used at particular stages. In almost all lessons, children understand the purpose of their learning and know how they can achieve success. Staff are beginning to make use of higher order questions to extend and deepen children's learning. A few staff have supported colleagues to make use of higher-order thinking skills in literacy lessons. Staff value the support and the resources that have been provided to take this forward.
- The quality of teachers' written feedback to children is variable across the school. In the best examples, feedback is framed to support children to have a clear understanding of their individual strengths and next steps in learning. However, in a few classes there is little evidence of children receiving feedback on their writing. To support children to make better progress in their learning there is a need to ensure feedback is consistent and adds value in all classes. In a few classes, peer and self-assessment approaches are used effectively.
- Staff track children's progress in aspects of literacy and numeracy. However, teachers are still at an early stage of interpreting and analysing the data available. The senior leadership team, together with staff, should continue to review approaches to tracking and monitoring to ensure there is robust analysis of information which is then used to inform next steps.
- Teachers are making increasing use of summative and standardised assessments to support their professional judgements of when children achieve a curriculum level. There is not yet a shared understanding of assessment and staff recognise that this remains an area for improvement. We have asked the school to consider establishing a whole-school assessment framework to provide greater clarity and consistency in approaches to assessment. The school should continue to develop approaches to assessment as an ongoing part of learning and teaching, incorporating the National Benchmarks, across all curricular areas. Teachers have participated in moderation activity with colleagues within their local cluster. Recently, they have undertaken moderation activities in relation to feedback. This should remain an area of focus. There is a need for staff to continue to engage in quality moderation activities both within and outwith the school to ensure they have a shared understanding of standards and expectations. Staff should continue this work to support the development of high quality assessments.
- Over the last few years, staff have worked together to streamline their approaches to planning. Teachers have an annual overview to support planning of learning across the curriculum. A few teachers also use a termly plan. We have asked that all staff make use of the experiences and outcomes from Curriculum for Excellence when planning children's learning. The school recognises the need to take a more holistic approach to using experiences and outcomes to ensure the planning process is manageable for staff and meaningful for children.
- Across the school, children report that their 'best work' is captured in their progress books. In a few classes, staff are supporting children to make links between their achievements and learning targets. This practice should be developed across the school. This would help children become more attuned to their strengths and next steps in learning.
- Led by the headteacher, the school should now develop further approaches to teaching to ensure all children receive an appropriate level of pace and challenge to maximise their progress. They should monitor children's progress and the quality of teaching and learning more frequently and more rigorously.

2.1 Safeguarding and child protection

- 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.

3.2 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

Attainment in literacy and numeracy

- The overall quality of children's attainment is variable. Data provided by the school indicates that most learners in P1 and P7 will achieve appropriate levels in numeracy, with the majority of pupils in P4 achieving in line with national expectations. Predicted levels for literacy indicate that most learners are on track to achieve appropriate levels. However, inspection activity does not validate the attainment data shared by the school. A significant minority of children do not make sufficient progress. During the school year there is regular movement within the school roll as a result of the redeployment of forces families. Standardised assessments are used to identify what children know and any gaps in learning. However across the school there is an over reliance on standardised assessments. School leaders should take prompt action to ensure staff use a wider range of assessment evidence when making judgements of progress and achievement. More effective moderation processes and a greater understanding of national standards will support staff to make more robust and reliable judgements of children's progress toward and achievement of a level. The use of the National Benchmarks should be reviewed as a matter of urgency so that they are no longer used as a planning tool.
- Currently, whole school data for literacy is not broken down into the different aspects of literacy although teachers track the distinct areas at class level. As planned, the headteacher should ensure that each area of literacy is monitored and discussed with teachers to gain a clear picture of progress for individuals, and ensure appropriate support and challenge for all pupils. This will also provide the ability to track cohorts within each distinct area of literacy and identify whole school trends.
- There is significant scope across the school to raise attainment and achievement for all learners. Clearer progression pathways and improved approaches to assessment would support staff to ensure that all learners make the progress of which they are capable.

Attainment in literacy

Listening and talking

- Across the school, children are capable of making stronger progress in listening and talking. Children are friendly and welcoming to other children and visitors. They enjoy engaging with adults and are happy to talk about their school but they do not always listen well to each other when working in pairs or groups. At early level, the majority of children listen well to their teachers and follow instructions. A few children become disengaged when listening in groups. At first level, children are confident sharing their learning with their classmates, for example, describing the puppets they have made. They are unable to identify the characteristics of an effective listener or speaker. By second level, most children know they have to speak clearly and should maintain eye contact with their audience. They are unable to describe or

demonstrate the skills required for debating. Staff recognise that there is a need to establish a whole-school progressive pathway for listening and talking.

Reading

- The overall quality of children's reading is satisfactory. At early level, children enjoy different opportunities to listen to stories and to read aloud. Across the school, staff are now using 'reading detective' prompts to engage children more effectively with written texts. Teachers make use of a new weekly reading framework to provide structure and progression for lessons. Staff report that these new developments are having a positive impact on learners' progress. At the first level, the majority of children are developing fluency and can read with expression. They can identify the main ideas from different texts. Most children in the first level focus group report that they enjoy reading. By the end of second level, the majority of children can describe the difference between skimming and scanning. Across the school, children are unable to identify different strategies to read unfamiliar words or phrases. Most children report that the only strategy they use is to 'sound out' a word.

Writing

- Across the school, the quality of writing is too variable. Overall, the majority of children are making satisfactory progress in writing, however there is evidence of a deterioration in standards of writing for a few children. In a few classes, children produce high quality pieces of writing for a range of purposes and benefit from strong approaches to teaching writing as well as very helpful feedback. In these classes, it is evident that children are making progress. There is a need to share this practice across all classes to improve the consistency and overall quality of children's writing. At early level, children are able to form letters correctly. The majority of children are able to copy sentences with a few being able to create their own. By first level, children write for different purposes including report writing, and imaginative writing. By the end of second level, the majority of children can write extended pieces of writing. Children at second level are able to describe the features of different genres such as letters and reports. In a few classes, teachers need to have higher expectations of the quality and presentation of children's writing. Staff would benefit from further opportunities for moderation of writing within and out with the school.

Attainment in numeracy

Number, money and measure

- Overall, most children are making satisfactory progress in numeracy. Staff report that the introduction of 'Colinton Counts' for mental maths, is beginning to have a positive impact on learners' progress. At early level, most children can count forward and back up to 20 and the majority can identify coins up to 10p. By the end of first level, the majority of learners can discuss a few different strategies for computations. They have a basic understanding of how the skills they are developing will benefit them in their future lives. Children in second level are developing a knowledge of budgeting and can talk about interest, loans and savings. They do not have a clear understanding of decimals, decimal fractions and percentages.

Shape, position and movement

- At early level, most children can use positional language to describe where something is located. By the end of first level, most children know and accurately use the four main compass points. They can plot points on a simple grid. They are unable to demonstrate an understanding of right angles and turns. At second level, most children can describe the properties of 3D objects and 2D shapes. They do not have a clear understanding of complementary and supplementary angles.

Information handling

- Across early level, most children can sort objects according to properties such as size and colour. They can contribute to simple pictorial displays of information. At first level, most children can describe ways to sort and gather information. There is scope to strengthen their knowledge of the ways in which this information can be represented. By the end of second level, most children can extract information from graphs and charts in order to answer questions. They are unclear about factors which affect the reliability of data when drawing conclusions. Across the school, increased use of digital technology would enhance learning across numeracy and mathematics, and in particular in the collation, presentation and analysis of data.

Attainment over time

- A large proportion of children and families experience a transient lifestyle . A significant number of children arrive and leave throughout the school year and have experienced education in a number of settings and different education systems. This can have a significant impact on children's attainment and leads to difficulties in tracking the attainment of groups and cohorts of children over time. The complex nature of the school community and the fluctuating school roll, results in the picture of attainment not being easily comparable with other schools.
- The school has developed a means of identifying gaps in learning in literacy and numeracy using a range of standardised assessments. These assessments are used at the start of each session with existing pupils and with new pupils arriving throughout the year. When gaps are identified, children receive additional support. Their progress is evaluated and tracked. Documentation provided by the school shows that almost all children who receive this targeted support are making progress against prior standardised assessment results. There is a need to ensure that these assessments are used alongside wider assessment evidence when making professional judgements of progress towards and achievement of a Curriculum for Excellence (CfE) level.
- A whole school tracking system is in place for literacy and numeracy which incorporates a range of information about each pupil. However there is insufficient evidence of children's progress across other areas of the curriculum. There is scope to extend the tracker to all curriculum areas and in particular health and wellbeing in order to identify and overcome the barriers faced by some children. Staff engage in termly tracking meetings with senior leaders to discuss the progress of each child in their class. There is a need to improve staff understanding of progression through a level.

Overall quality of learners' achievement

- Opportunities for learners to take responsibility and contribute to the life of the school are limited. The school has a pupil council. However, whilst children acknowledge that they are listened to, they are unclear as to whether any of their ideas or suggestions are acted upon. There is significant scope to increase opportunities for pupil leadership and participation for example, in promoting children's rights or contributing more fully to the school's self-evaluation and improvement.
- The school offers a range of clubs and sporting activities. Targeted taster sessions are offered to identified groups of children. Tracking of participation in these and other activities out with school is at the early stages. Senior leaders should identify how this data will be used to record the skills being developed and support effective planning and evaluation of wider achievement.
- Achievements are not consistently celebrated and shared. Children shared that this is something the school used to do, which they valued. Prompt action should be taken to review

arrangements for recognising children's achievements. This should contribute to learners' awareness of the skills they are developing and add value to their achievements.

Equity for all learners

- Staff know children and their families well and work with a range of partners to overcome barriers and support positive outcomes for learners. For example, the breakfast club, sponsored by a business partner, is well attended and valued by both children and parents.
- The headteacher recognises the need to use the tracking of wider achievement to identify children at risk of missing out on experiences in order to enhance their opportunities. More effective use of the school's considerable outdoor learning space would provide further opportunities for achievement and attainment and support equity for all.

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.

Summarised inspection findings

Colinton Primary School Nursery Class

The City of Edinburgh Council

8 October 2019

Key contextual information

Colinton nursery class operates from within the primary school and provides early learning and childcare for children from the Colinton area of Edinburgh. The Colinton area includes both the Redford and Dreghorn Barracks. Around 70% of children attending the nursery are from forces families. The nursery class has places for a maximum of 20 children aged from three years and offers morning and afternoon sessions. The nursery has one large playroom with access to secure outdoor spaces, including the school's large garden. Children are able to access the school library and gym. There has been significant change in the nursery team this session with an entirely new team being recruited from February 2019.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

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

- Children enjoy their time in the nursery. The new nursery team are committed to improving learning experiences and outcomes for children. In the short time that they have worked together, they have made a positive and well-considered start. This has included an audit of the learning environment, involving children in making improvements to the layout and design of the playroom. We were able to see the impact of this work in improved opportunities for children to make choices and to develop their play more independently. As a result, most children engage well in play.
- Practitioners recognise that a few children would benefit from further, focused support to help them engage more fully throughout the session. Overall, there is a need for practitioners to improve further the level of support and challenge in learning for children.
- Children help keep the nursery and outdoor spaces tidy. Arrangements for snack time provide some opportunities for children to take responsibility in the nursery. There is significant scope to explore further opportunities for children to develop their early leadership skills.
- Children are able to access outdoor spaces of the nursery throughout the session. This provides children with a range of opportunities to develop their curiosity, creativity and imagination well. Children enjoy the freedom of the large school garden and the opportunities it provides to explore the natural world. Practitioners have identified this as a focus of continuing improvement.
- Interactions are consistently warm and supportive. As a result, most children are already becoming confident around the new team. In developing practice further, practitioners should look for opportunities to promote shared problem solving and collaborative play. It will be important to ensure consistent use of effective strategies to support children's early communication skills.

- Practitioners record observations of children in their individual online journals. The nursery team have identified the need to improve the quality and consistency of these observations. Senior leaders should, as planned, work with the nursery team to develop their use of observations as part of effective, planned assessment. As assessment practice improves, practitioners will be able to target learning experiences to provide appropriate support and challenge to meet children's individual learning needs more effectively.
- The nursery team are seeking to increase scope for children to plan and lead their own learning. They have made a positive start in beginning to use a range of appropriate approaches to engage children in conversations about their learning. They should, as planned, continue to develop this further, using national guidance, professional reading and self-evaluation to inform improvements.
- Senior leaders should work with the new nursery team to improve existing approaches to track and monitor progress, and to plan next steps in learning for children. In identifying next steps, they should involve children, parents and carers as fully as possible. This will ensure that all children are able to make best possible progress in their learning and development.
- Building on existing transition arrangements, colleagues in the school and nursery class should work together to develop consistent approaches to high quality early learning and teaching. Joint moderation activities will enable practitioners and teachers to develop shared expectations of children's progress across the early level.

2.1 Safeguarding and child protection

- 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.

3.2 Securing children's progress

weak

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- The new nursery team have made a start to improving the learning environment and pedagogy. This is helping to increase children's engagement during play. Practitioners now need to ensure children experience the right level of support and challenge. This will enable children to make the progress they are capable of, and develop and apply their literacy and numeracy skills across learning. Senior leaders recognise that existing systems for tracking and monitoring do not provide a reliable picture of children's progress in learning. Overall, the progress children are making in their learning is weak.
- In health and wellbeing, most children are making satisfactory progress. Children are developing their physical skills including coordination and balance during energetic outdoor play. They are developing their fine motor skills through play with natural materials and a range of loose parts. Practitioners have begun to encourage children to consider how they might use some simple rules to promote harmonious play. The introduction of yoga and mindfulness practice is helping children feel relaxed and calm. Practitioners should continue to develop approaches to help children to talk about their emotions.
- Children would benefit from more opportunities to develop their listening skills further. Whilst most children are becoming more confident when talking about their play they would benefit from more frequent, focused interactions that encourage conversation and listening to others. Children enjoy singing and are learning rhymes. The majority of children enjoy sharing stories, particularly in small groups and one to one. Practitioners should provide further opportunities for children to share, explore, and create their own stories. They should support children to learn about and use non-fiction texts for a wide range of meaningful purposes. Children are encouraged to experiment with mark-making tools. Most children can recognise their name written down. Older children are becoming more confident writing their own names.
- Children are learning about shapes and patterns in play with resources including magnetic tiles. They are becoming aware of numbers, number order and early counting routines. A few children are more confident in counting. The majority of children are developing some appropriate language to describe position and size, for example when measuring dinosaurs with blocks. Practitioners should now develop further opportunities for children to develop their numeracy and mathematical skills in meaningful, and challenging, ways in routines and play throughout the session.
- The recently introduced 'home achievement wall' is raising the profile of children's achievements in the nursery. Practitioners should involve parents and children in ensuring that

learning in the nursery reflects the home experiences of children as fully as possible. This will make experiences more exciting and relevant, and enable practitioners to build on what children have already achieved and learned. Practitioners should develop further opportunities and approaches to enable children to contribute to the life of the nursery and wider school community more fully.

- The nursery team have been successful in creating a positive culture in the nursery. They are building their knowledge of children and families. The management of information about children's care and learning requires to be significantly improved. This will ensure continuity of care and increased progress for all children. It will be important for senior leaders to monitor, and improve further, the effectiveness of recently introduced approaches to address any potential barriers to learning for children. Going forward, senior leaders should ensure a clear focus on the impact of planned change on ensuring equity for children and families.

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.