

# Summarised inspection findings

**St John's Primary School**

East Renfrewshire Council

23 June 2020

## Key contextual information

St John's Primary School is a Roman Catholic denominational school in Barrhead, East Renfrewshire. At the time of the inspection, the school roll was 223 organised in nine classes. The associated secondary school is St Luke's High School. The school grounds are extensive, varied, and well used. At the time of the inspection, the headteacher had been in post for 18 months. The depute headteacher had been in post for a year and the principal teachers had been appointed within the last nine months.

### 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

- Staff know the community they serve very well. A recent review of the St Luke's cluster schools joint values and aims involved all stakeholders including children, parents, partners and staff. The new values, 'love, faith and understanding' and revised aims are influenced considerably by Gospel values and the Catholic faith of the school. They are visible throughout the school, discussed in lessons and in assemblies. Staff demonstrate these values very effectively in the caring relationships they have with children and their families. All children are well mannered and courteous. A useful video helps children understand the school's vision 'everyone attaining, everyone achieving, through excellent experiences'.
- The headteacher, supported ably by the depute headteacher and principal teachers, works successfully to engage parents and the wider community and is highly regarded by the school community. She is approachable, supportive and caring. She knows individual children and families and their unique needs well. She is committed to improving the school by providing opportunities for leadership for all. As a result, all staff enthusiastically contribute to school improvement through leadership roles. A majority of staff are committee members, taking forward the cluster schools' improvement agenda and a few staff represent the school on education authority and regional collaborative initiatives. To support staff further in their outward facing professional learning, the school should continue with its plans to provide opportunities for teachers and children to work in partnership with international schools.
- Senior leaders and staff are involved regularly in reviewing the work of the school. This includes lesson visits, peer observations, ongoing review of school improvement targets, and a variety of consultation activities with children, parents and the wider community. In order to make the school's evaluation approaches more robust, staff should engage more systematically with How good is our school? (4<sup>th</sup> Edition) (HGIOS4).
- Key stakeholders' evaluations of the school's work, and national and local authority priorities inform the school's improvement plan. The plan helps to translate the school's vision, values and aims into manageable practice and is leading to improved outcomes for children. Targets are expressed as measurable and achievable and the headteacher consults well with staff to ensure that they contribute to an appropriate pace of change.

- Teachers benefit from a well-planned programme of professional learning activities, with a few leading to additional qualifications. They speak positively about the opportunities to work collaboratively with colleagues within and outwith the school, as part of the school's career-long professional learning (CLPL) programme. These CLPL opportunities are linked closely to school and cluster improvement plans. CLPL is meaningful to the school's context and relates well to the General Teaching Council for Scotland professional standards. CLPL impacts positively on teachers' approaches to learning and teaching.
- The senior leadership team use their knowledge of the school's socio-economic context well to enhance learning and life experiences for each child. The school has a comprehensive plan for the use of the Pupil Equity Fund (PEF). For example, the school's outdoor learning programme is helping to develop children's confidence and motivation to learn and ensures equity for all learners. The school works well with partners to support children to attend school. Approaches such as individual check-ins, a soft start to the day and the 'HERO' award for attendance encourage children to attend school on time. Staff report that overall rates of attendance have improved and instances of lateness reduced because of this work. Staff's early interventions to develop children's reading, spelling and numeracy skills show positive gains in attainment. In moving forward, the school should ensure that PEF interventions can be sustainable over time, by ensuring a greater number of staff are confident in delivering these initiatives.
- The headteacher empowers staff to use practitioner enquiry to influence the change processes. Staff are supported well to lead and take forward new initiatives. Good examples of this are the playful pedagogy approach in the early years, the outdoor education programme and strategies to support the development of reading. Prior to the introduction of these approaches, teachers research and evaluate practice in other establishments; work with others, including local universities; provide whole-school training, and lead workshops for parents to ensure an effective implementation process. Teachers showcase the results of these small tests of change at cluster, local authority and regional collaborative level. These practitioner enquiry approaches are improving children's confidence, motivation, engagement and self-esteem and are improving outcomes for targeted children. The school should continue to look outwards, including nationally, to inform further their teaching practice.
- The school ensures that no child misses out on leadership experiences and opportunities to shape school improvement. Learners talk enthusiastically about taking part in school committees such as Eco School, pupil council, as digital leaders and 'Mini Vinnies'. As a result, children feel listened to and that their views are acted upon. Children talk positively about the library committee, which has enabled them to develop a school-wide reading afternoon. They also appreciate the healthy eating group, who are motivating children to take daily exercise by introducing electronic activity trackers.
- Children engage in school evaluation through learning conversations, video diaries, and online surveys. This is supporting them to develop further their analytical skills. The pupil council is beginning to audit the classroom experience and the school using HGIOS4. They reflect on what is good about St John's Primary School and what can be improved. Children talk positively about the changes they made to school assemblies and to the school foyer.

## 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

- The school has a positive, respectful and inclusive ethos, which is underpinned by the Catholic faith. Children are friendly and welcoming and demonstrate consideration for others. The children are very proud of their school and speak very positively about the support they receive and the opportunities that are available to them. Children value the importance of being a responsible member of the school community. Strong relationships across the school support children facing challenges and barriers to learning.
- Children have a strong awareness of their rights and responsibilities within the school and the community, as highlighted in their class charters. All children have the opportunity to participate in committees and pupil groups. Children are able to demonstrate a sense of citizenship and community spirit through their charity activities and work with the parish.
- The school has a clear focus on the development of digital learning. All classes have access to the 'digi-hub' and mobile devices are readily available. Interactive whiteboards are used well as both a teaching tool and as an interactive device for children. Teachers' use of film clips engage and motivate children and enhance lessons. Children use confidently matrix barcodes and virtual reality headsets. A 'bring your own device to school' approach has been implemented successfully in P6 and P7. Children act as digital leaders across the school. They have supported staff across the school in increasing knowledge and skills by leading CLPL sessions. The school's work has been recognised through the national Digital Schools Award.
- Overall, the quality of teaching is good with examples of very good practice in a few classes. Overall, most children are highly motivated and eager participants in their learning. In most classes, there is evidence of a wide variety of teaching approaches including active learning, independent learning, the use of digital technology and games based learning. In almost all classes, teachers provide clear explanations and instructions. Prior learning is discussed and reviewed and in a majority of classes, good use is made of plenary sessions. Teachers use questioning well and open-ended questions are evident during discussions. Teachers should now review their use of questioning to include opportunities for children to build on each other's answers and encourage higher-order thinking. In most lessons, children are encouraged to be independent learners through a choice of activities. Within independent activities, staff should provide more opportunities for open-ended learning experiences to encourage children to lead learning and promote creativity.
- Children are provided with positive and encouraging feedback about their learning across the school. Feedback is often praise-based and focussed on the success of the task. In moving forward, teachers should provide feedback which enables children to understand what they have done well and how they might improve their learning. Teachers share with children the purpose of learning and how they will know that they are successful. In a few lessons,

children co-construct the success criteria with the teacher. When questioned, most children are able to articulate what they are learning successfully but are not as confident when asked how they know they have succeeded. The school should ensure greater consistency in providing children with high quality developmental feedback about their learning. Staff should involve children more systematically in identifying their strengths and what they need to do to improve.

- A range of learning environments motivate children. They learn both indoors and outdoors. Teachers use the school's garden and orchard to provide children with interesting and real life contexts to learn across the curriculum. The school's approach to outdoor learning is encouraging children to develop their learning with natural resources. Children benefit from regular experiences in the cook school where they learn in small groups to follow recipes and cook simple meals. In music, children learn how to harmonise with each other as they sing.
- Teachers, in partnership with the University of Strathclyde, are developing approaches to learning using the 'DIY Classroom'. Children enjoy the experiences they gain from this approach and talk positively about how it is helping them develop their skills for life and work. The school is showcasing this approach within the West Partnership.
- Across the school, teachers use a variety of approaches to measure children's progress in learning, including formative and summative assessments. Teachers are becoming more confident in interpreting the data available to them and in identifying appropriate interventions required to support children. There is scope for professional dialogue during the attainment team meetings to be more rigorous, to better support senior leaders and staff to agree on standards of attainment. Teachers share data as children progress through the school and at key transition points. The school should continue to work on developing a framework for assessment. In doing this, they should streamline their approaches to developing high quality assessments.
- Children have the opportunity to peer and self-assess. This is supporting children to reflect on and develop their writing and to assess their progress.
- Teachers make good use of a range of assessment data to support their professional judgements of the achievement of a level. Teachers' confidence is increasing in these judgements by engaging positively with moderation opportunities with stage partners and colleagues both in school and at cluster and authority level.
- Through termly learning and teaching consultations, senior leaders and teachers discuss the progress in learning and attainment for groups of learners. They track progress in literacy and numeracy using a coding system, which allocates children one of three descriptors. The leadership team should continue to provide opportunities for moderation to ensure that there is a shared understanding amongst staff of the descriptors of progress through curriculum for excellence (CfE) levels.
- The headteacher and staff are clear about their roles in raising the attainment of all learners, including children who encounter barriers to learning. Children with barriers to learning are included sensitively in the learning process. Tasks are well matched to their needs.

## 2.2 Curriculum: Learning pathways

- The strong Catholic ethos is supporting the school's curriculum. This supports children of faith in their spiritual development.
- A clear, up to date rationale supports the curriculum and is available online. Staff populate the interactive rationale to illustrate the work of the school to allow parents to keep abreast of the school priorities and current initiatives.
- East Renfrewshire Council's learning pathways, based on the experiences and outcomes are in place for almost all curricular areas. This supports teachers well in planning for progression in learning. The school is working on a transition from paper-based planners to online planners during the course of this academic year. These are designed to better support staff to track progress in curricular areas outwith literacy and numeracy. Staff have recently introduced the revised planners for numeracy and mathematics. This is helping staff to be more flexible when teaching some concepts in numeracy and mathematics. Staff have recently introduced a programme to support children in oral mathematics and numeracy and mental agility. This is at an early stage of development in improving children's mental agility.
- The school meets its requirement to provide all children with at least two hours of quality physical education per week. Physical activity through outdoor learning and a range of additional opportunities for wider achievement and learning is impacting positively on children's wellbeing. For example, children enjoy opportunities to participate in a range of after school clubs.
- The school provides children with good opportunities to develop an understanding of the world of work. Staff, in day-to-day interactions, provide real life contexts for learning and link skills to possible future employment. The approach to the 'DIY Classroom' allows children opportunities for personalisation and choice within their learning.
- Transition arrangements from early years establishments to P1 and from P7 to high school are well established. Additional support is in place for those children who need it, as they move from primary to secondary school.

## 2.7 Partnerships

- See choice QI

## 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

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- St John's Primary School is a welcoming, warm and nurturing environment where the wellbeing of children is a high priority for all staff. An ethos of mutual respect and care for others permeates all areas of the life and work of the school. The school values of 'love, faith and understanding' alongside Gospel values are leading to positive, respectful relationships across the whole school community. These values also underpin the promoting positive behaviour strategies used to support children to improve their outcomes. Almost all children feel that everyone treats them fairly and with respect across the school community.
- All children have regular opportunities to evaluate their wellbeing using wellbeing webs and pupil surveys. They are able to articulate their understanding of the wellbeing indicators and the importance of being safe, healthy, active, nurtured, achieving, responsible, respected and included. Where children express concern or face challenges in relation to their wellbeing, staff are well placed to support children with appropriate and timely interventions.
- There is a wide range of activities open to children, focused on the development of their health and wellbeing. The school places a particularly strong emphasis on supporting the development of good mental health and physical activity. The variety of children's experiences in the school contributes to them becoming confident individuals, successful learners, responsible citizens and effective contributors. These include, a friendship group, a games club, a choir and an annual dance competition. Wider achievement is recorded to ensure that every learner is able to choose an activity which meets his or her needs and preferences. This ensures that everyone has the opportunity to be included in experiences which are designed to promote and develop their wellbeing.
- Children learn about aspects of health and wellbeing through their curriculum and in regular assemblies. Additionally, a focussed health week and extensive ongoing work with children involving their families also supports wellbeing. Activities include 'Fit Fridays' and family reading sessions.
- The school fulfils its statutory requirements. Children value the support given to them. Children's plans clearly outline their specific needs and targets to support their next steps. Collaborative planning ensures that teachers know about children's needs and how best to support them. Children who require targeted additional support benefit from a range of interventions to support their learning. These include a support for learning specialist offering responsive, differentiated approaches to support children, individualised literacy and numeracy programmes and input from pupil support assistants. Collaborative planning ensures that all teachers are fully aware of children's needs and how best to support them. Parents, children and support staff know about planned interventions. They are involved in reviewing targets and developing next steps to ensure that progress is regularly and carefully tracked and evaluated. This results in interventions having a positive impact for children.

- Families and external partners such as health professionals, community workers and the local parish play a significant and valued role in the development and support of children's wellbeing. The school's focus on supporting individual children and their families is leading to a high level of trust in the school community. All staff have had training on the nurturing principles and these are embedded in day-to-day interactions across the school.
- Staff in the school know their families well and continue to develop strategies to support them and improve outcomes for children facing challenges. This includes the most disadvantaged children and those children facing barriers to their learning and achievement. The inclusive nature of the school reflects the sensitive ways in which children are supported in classes by all teachers and by the wider staff team. There is a strong emphasis on inclusion in the school where every member of the school community is welcomed as part of the St John's 'family'.

## 3.2 Raising attainment and achievement

good

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

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

### Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is good with a few children making very good progress.

### Attainment in literacy and English

- Overall, children make good progress in English language and literacy. Across the school, most children are making appropriate progress in listening and talking, reading and writing.

### Listening and talking

- Most children are making good progress in listening and talking. At the early level in P1, most children listen well to their teacher, follow simple instructions and take turns through play. A few are still developing their skills in taking turns during open-ended play contexts. At first level, most children are developing confidence in sharing their views. They listen well to the views of others and know how to take turns when working in pairs. A few children need further support in working effectively when carrying out their tasks independently. By second level, most children voice their opinions articulately and a few justify their opinions. They talk positively about being involved in opportunities to present information to their peers, for example in the 'Provost's Debate'. Overall, children would benefit from being more aware of the skills they are developing in listening and talking.

### Reading

- Most children are making good progress in reading. They engage with a variety of fiction and non-fiction texts and make good use of the school library and local library. At the early level, most children apply their knowledge of sounds to read unfamiliar words. They can name the characters in a familiar book and talk about the story. A significant number of children were hesitant in their reading and did not read with fluency or expression. At the first level, most children read with confidence. They use word attack strategies to tackle unfamiliar words. A majority of children can discuss the higher order skills developed in their reciprocal reading. More work needs to be done to ensure all children are confident in these skills. Most children can identify and discuss their favourite authors. They are less confident in identifying features of fiction and non-fiction texts. By second level, the majority of children are developing well their skills in response to higher order comprehension questions about texts. Across the school, children would benefit from being encouraged to read texts by a wider range of authors. Children now need to identify the features of different types of genre and read texts at the correct level of difficulty.

## Writing

- Overall, most children are making good progress in writing. This has been an area staff correctly identified as an area of improvement. Steps have been taken to ensure approaches are more consistent. Children are aware of the intended learning in writing lessons and most are increasingly able to peer and self-assess their own work. Across the school, children would benefit from setting individual targets in writing to continue to develop an understanding of how to improve. Most children who have achieved the early level at P2 are confident to write independently. They attempt to write simple sentences accurately, using capital letters and full stops. At first level, most children use an increasing variety of connectives and are developing writing skills for a growing range of purposes. A majority of children are beginning to write in paragraphs and a few children are using direct speech. At second level, most children use paragraphs appropriately and apply a range of punctuation and imaginative vocabulary to engage the reader. A significant number of children at each stage now need to improve approaches to spelling common words and using basic grammar. The school's appropriate focus on spelling and grammar is well placed to underpin further improvements.

## Attainment in numeracy and mathematics

- Overall, children make good progress in numeracy and mathematics.
- Almost all children working at early level can count to 20, are beginning to use a number line correctly, and can add within ten. Children are developing well their understanding of money and coin recognition through play in the class shop. By P2, most can add and subtract within ten, but are less confident in mental calculations to 20. Most children are developing the skills of measuring in centimetres and beginning to use rulers accurately to achieve this. The majority of children working at first level calculate simple money sums about shopping and can give change to £1. Children are confident in finding simple fractions of whole numbers. By P7, most children are able to calculate shopping costs and confirm the amount of change due from £10. Almost all can estimate the sizes of common objects accurately in centimetres, and can identify the most appropriate units to use in measurements of distance. They lack confidence in calculating area and perimeter and applying skills in problem solving situations. Most children calculate simple fractions of whole numbers and order fractions. However, children are less confident in simplifying fractions. They lack confidence in converting fractions to decimals. Most children show an understanding of place value when writing and ordering large numbers. Across the school, children lack confidence in mental agility. They now need to develop and use a range of strategies to carry out mental calculations.

## Shape position and movement

- Children working at early level recognise simple shapes and explore their properties through play. Most discriminate between left and right. Most children working at first level have appropriate knowledge of symmetry and can identify a right angle. Most children are confident in describing the points of a compass. Most children working at second level demonstrate a sound understanding of different three-dimensional objects and confidently name a range of angles and their properties. The majority are confident using coordinates to plot positions on a graph. As recognised by the school, children are not confident yet in problem solving, probability and chance.

## Information handling

- Across the school, most children describe how to organise data collection, referring to tally marks, bar graphs and pie charts appropriately. However, children's experience of using digital technology for information handling is limited. Older children would benefit from developing a fuller understanding of a wider range of graphs and their use for different types of data.

## Attainment over time

- Overall, most children make good progress in literacy and numeracy, with a few children making very good progress. In particular year groups, this is more inconsistent. The headteacher and senior leadership team have an overview of attainment over time. A shared understanding of the use of coding systems will help the leadership team and staff monitor more accurately the progress children are making over time. More robust monitoring and tracking of attainment will support this overview to become a more useful tool. The senior leadership team and staff have begun to identify the expected outcomes for cohorts of children by the end of the academic year. The senior leadership team should use the information they gather from their quality assurance activities, including lesson observations, to help make these predictions more accurate over time. At the beginning of the year, the headteacher established attainment teams for year groups. Staff in these groups are responsible for the analysis of data and support for children across the year group to raise attainment. These teams also monitor the progress of children who face social and economic barriers to their learning, and plan, and implement-targeted interventions to raise attainment. We have asked the school to monitor targeted interventions to ensure that they raise attainment over time and support staff to meet children's needs in class. Attainment teams help identify interventions required for individuals and monitor the impact of these on outcomes for learners. In addition, attainment teams increase the amount of adult support for children's learning in class, which ensures children's needs are met more effectively. The senior leadership team should now take steps to track children's progress across all curricular areas.

## Overall quality of learners' achievement

- Children across the school achieve well in an extensive range of activities, both at school clubs and in their areas of responsibility. This includes a variety of sports activities, choir, band, chess club, and cycle training. Participation in the clubs and house group activities are helping to develop teamwork and leadership skills. Teachers should be more explicit in supporting children to articulate the skills they are learning through these activities. The school is providing opportunities for children to contribute to whole school developments and improvement priorities. There is scope for this to be developed further. Children respect staff and each other and these relationships support the success of wider achievement activities. Children are very proud of their school and are eager to talk about their achievements. Achievements are celebrated at assemblies through the 'Jewels of St John's' headteacher awards. Achievements are recorded to identify those who may be at risk of missing out and to ensure that there is equity of opportunity.
- Children have worthwhile opportunities to learn and achieve beyond the classroom, including a waterworks project, visits and trips that support their termly curriculum focus. Senior pupils benefit from an annual visit to a residential centre. The school is developing approaches to the learning and teaching of employability skills and awareness of the world of work. They do this through having a focus month and by developing planning materials for teachers' use.

## Equity for all learners

- All children who face economic disadvantage reach minimum expected levels in literacy and numeracy, with a few achieving beyond expected levels. Staff work hard to ensure children at risk of missing out have their needs identified. The school's allocation of PEF is used well to target children to raise attainment through interventions such as, improving attendance, and targeted support for literacy and outdoor learning. This year they have made an early start to developing health and wellbeing through the 'families connect' initiative. Staff monitor the impact of initiatives on all children and in particular those children at risk of missing out. Staff across the school, with help from the Parent Council, work hard to reduce the cost of the school day for individuals and for families. The school accesses grants to reduce the cost of the P7 residential trip for children to support families experiencing financial hardship.

## Choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- The school has a very active and supportive Parent Council who feel involved in the life and work of the school. They represent the parent body well, providing feedback to them on important school matters. Senior leaders consult with the Parent Council on a range of issues to seek their views, for example, on the school improvement plan. The Parent Council has a very strong fundraising profile and funds are used well to support pupils. This includes, for example, providing waterproof clothing for trips and additional resources to enhance outcomes for children. Parents report that the school provides a welcoming, nurturing and enriching environment for all children, supporting a sense of belonging and community 'family'.
- Parents have a range of valuable opportunities to develop their understanding of their child's learning through curriculum workshops linked to learning. This helps parents develop an understanding of the approaches to learning and teaching in St John's. Parents are kept up to date with developments in the school, including online support for children's learning and initiatives, such as the 'DIY Classroom'. Parents are encouraged to engage regularly with the school through 'discovery days' which showcase children's work, pizza maths, family reading sessions as well as class assemblies and Fit for Fridays.
- Parents are well informed of the work of the school. The school communicates with parents and carers in a range of ways, including the use of social media, emails, phonecalls, newsletters and the school's website. The school continues to seek new and innovative ways to communicate effectively with parents. Children's CfE levels and what their child needs to do to improve are regularly communicated to parents and carers. Parents' evenings are well attended and provide further opportunities for parents to meet with staff to discuss their child's progress and next steps in learning.
- Parents report that the school acts swiftly to intervene when a child or family requires extra support. This includes, for example, signposting families to external organisations who can assist them, implementing in house support or helping families to find a solution that works for their child. Parents reported that they appreciate the sensitivity of the school in making bespoke arrangements for children as they move from nursery into P1 and from P7 into secondary school. This includes the extensive involvement of parents in this process at a time when children may feel anxious about the change.
- The school has developed strong relationships with external partners to support teaching and learning in St John's. This includes the educational psychology service from the local authority, who provide interventions for individual children as required. Staff from the local secondary school and organisations which support the development of learning also play a part in improving children's experiences in deepening understanding and developing their skills.
- The school benefits from the support of a range of local businesses and community organisations. Partners feel very welcome in the school and report that their contribution to the life of the school is highly valued, as they offer a significant amount of time and resource to support children. Learners benefit from the extensive input from the local parish, volunteers who come into the school and the community-based children's services team, who support children who are moving on at key times in their school life.

- Staff welcome the support of partners, including those opportunities to participate in the valuable CLPL which some partners provide. This includes, for example, the educational psychologists' input on compassionate connected communities and on emotional wellbeing.

## 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.