

# Summarised inspection findings

**Juniper Green Primary School**

The City of Edinburgh Council

29 November 2022

## Key contextual information

Juniper Green Primary School serves the communities of Juniper Green, Baberton Mains and Colinton, to the north of Edinburgh. At the time of the inspection, the roll at the primary stages was 393. The school community has experienced challenges because of COVID-19, including periods of absence for children and staff. The headteacher took up post in 2019 following a short period as acting headteacher. She is ably supported by two deputy headteachers. One of the deputy headteachers took up post in August 2022.

### 1.3 Leadership of change

very 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

- Juniper Green Primary is a warm, welcoming and inclusive school. There is a very positive and collegiate ethos of teamwork. Staff at all levels are dedicated to ensuring that children are happy, safe and have fun at school. The school's shared vision is to be a community where 'we can be ourselves; be the best we can be; and help others to do the same'. Children and adults alike demonstrate the 'Juni Way' in their daily interactions with each other. In classes, open areas and the playground, children show respect and kindness to one another as they learn and play.
- The headteacher and deputy headteachers are highly respected across the school and wider community. Together, they take a carefully considered approach to building on the many existing strengths in order to improve further areas of school life. Senior leaders and staff have a clear focus on keeping children at the centre of all work and decision-making. They concentrate their efforts on initiatives and practices, based on sound research that will make a difference for children. There are very well-embedded and thorough systems and approaches for self-evaluation and planning for improvement. There is a strong sense of connectedness to self-evaluation, improvement planning, professional learning and pedagogy. As a result, there are consistently high-quality experiences for children across the school and the appropriate level of support for all children and families.
- All staff are highly committed to their own professional learning. Commendably, teachers and support staff undertake training, enquiry projects and additional qualifications to enhance their own skills. Across the school, teaching and non-teaching staff feel valued, empowered and encouraged to undertake leadership roles. They willingly volunteer to take on leadership responsibilities and participate in working groups, such as to develop pedagogy and to support children's wellbeing. Children clearly benefit from the array of high quality professional learning and development. This is leading to better outcomes for children and families.
- Children in P6 and P7 have authentic leadership responsibilities across a range of key areas, including equality and wellbeing, sustainability and creativity. From P4 onwards, children have responsibility for supporting younger ones as part of an extended buddying programme. These leadership opportunities provide meaningful contexts for children to contribute effectively to

school improvement, whilst developing skills for learning, life and work. As planned, senior leaders should now consider how to extend further the leadership opportunities for younger children.

- All staff understand particularly well the socio-economic context of the school and the different challenges faced by families. Senior leaders use national data, alongside their own local knowledge, to identify families who would benefit from additional support. They demonstrate empathy, compassion and sensitivity in supporting families. Staff have a common understanding of the increased challenges around poverty caused by the pandemic or cost of living crisis.
- There is effective planning in place to raise the attainment of children who are disadvantaged. For example, senior leaders have used the Pupil Equity Fund to employ a pupil support officer, who provides tailored support for individual children and families. Senior leaders track such targeted interventions and evaluate the impact for individual children. A next step for staff is to now use the data available to them to measure how well they are closing the poverty-related attainment gap across the school.

## 2.3 Learning, teaching and assessment

very 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

- Children across the school are highly motivated learners. They enjoy their learning and enthusiastically participate in all learning activities. They are polite, responsive and very welcoming to visitors to the school. Children respond very positively to 'The Juni Way', which sets out the values that guide all interactions between children, staff, parents and visitors. This approach highlights that everyone has the right to be respected, to be safe and to be able to learn and to play. It is very clear that staff have embedded the 'Juni Way' across the school, leading to a calm, focused and respectful environment for learning in every class.
- Children respond very well to the high levels of enthusiasm of teachers. There are very positive and respectful relationships between children, and between children and adults. At all stages, children work very effectively individually, in pairs and in groups. They work purposefully in the open plan environment of the school, as they move responsibly between classrooms, communal shared areas and the outdoors.
- Across all stages, staff provide consistently high-quality learning experiences are appropriately challenging, enjoyable and well matched to children's needs, interests and backgrounds. Children have the opportunity to exercise choice in almost all learning activities. This includes the appropriate use of digital technology and opportunities to take increasing responsibility as they become independent in their learning. Children understand very well the purpose of their learning and regularly lead the learning in their class. They respond well to the 'learning powers' which teachers reference regularly during lessons. This is supporting children very well to develop as self-motivated and reflective learners.
- Staff have made a positive start to embedding play pedagogy at the early level. They are using the principles of *Realising the Ambition: Being Me (2020)* well to plan for high quality interactions, spaces and experiences rooted in play. At P1, teachers and practitioners ensure that play is integrated well into the school day. Children can access play freely at appropriate times. Staff use play to consolidate learning and teaching and to explore new concepts. Teachers and nursery practitioners work closely together on the play pedagogy working group to discuss the ongoing development of play. The nursery and school staff are well placed to continue to develop this initiative.
- Teachers are highly skilled practitioners. They know all children very well as individuals and plan effectively to meet their needs. They give clear instructions in classes. They question children skilfully to enhance their understanding. Teachers motivate children by planning exciting and challenging learning activities, including outdoors, that allow them to demonstrate creativity. They ensure that almost all learning activities are conducted at an appropriate pace.
- All teachers use digital technology as a key tool for learning and teaching. By P7, children are highly skilled in using tablet computers to access learning and support materials. This is an

embedded part of how they learn in class. Staff are becoming increasingly skilled in adapting tablet computers to make learning more accessible for children who have particular learning needs, for example using coloured overlays, dictation and text reading aloud functions. The effective use of technology was also an important strength of the school during periods of remote learning. Staff and children continue to build on this.

- All teachers across the school focus on teaching children an agreed skill for life each week, as part of lessons and activities. Teachers have carefully planned this approach to integrate the development of children's meta-skills into learning across the curriculum. Skills Development Scotland and employers have identified these meta-skills as essential for the world of work. This innovative approach is having a positive impact on developing children's understanding of employability skills particularly well, as they move through the stages of the school.
- At all stages, children are clear about what they are learning and why. Teachers encourage children to assess their own work, and that of others, against success criteria. Children are clearly motivated by this. Teachers carry out ongoing informal assessment of children's understanding using a range of strategies. This includes regular review points during lessons to check on children's understanding, to share thinking and help them move forward in their learning.
- Teachers' long-term planning is linked clearly to the experiences and outcomes for all areas of the curriculum and also cross-referenced to Edinburgh City Council's 'milestones'. Staff supplement these with more in-depth weekly planning of learning and teaching. Teachers routinely build in regular opportunities for differentiation and individualisation of work into planned learning activities. These include different levels of tasks, differentiated activities and differentiation by adult support. Pupil support assistants work very effectively in the class or in separate group situations with children who need extra support or challenge. Each class has a well-equipped 'enable table' to allow all children to access literacy and numeracy support materials independently, without stigma.
- Teachers carry out formal assessment of children's work to determine the next steps and targets for individuals and for the class. They use a range of standardised tests and assessments to check on children's progress. Staff have undertaken moderation of assessment for several years, in the school and within the cluster. Commendably, staff continued this work by videoconference during the pandemic. The focus for moderation currently is writing, as staff felt this area was difficult to teach and to assess remotely when children were learning at home.
- Senior leaders hold termly tracking and assessment meetings for each class teacher, support for learning teachers and pupil support assistants. The purpose of these meetings is to check whether each child is on track with their learning and personal development. Helpful notes of these meetings are recorded, showing which interventions have been identified across the year group and how effective they have been. The school also has information about the individual progress of children in different cohorts. For example, children who are care experienced; who have English as an additional language; and families in receipt of free school meals/clothing grants. Senior leaders and staff should continue to develop approaches to track these groups and to compare their progress with their peers.

## 2.2 Curriculum: Learning pathways

- During the pandemic and the subsequent recovery period, teachers prioritised delivering learning experiences in English and literacy, mathematics and numeracy and health and wellbeing. All children are now experiencing their full curriculum entitlement. All teachers and children continue to build very well on the digital skills that they developed during the periods of remote learning and teaching at home. Staff's use of a digital skills pathway ensures that children are developing a range of transferable skills. By P7, children confidently and skilfully use digital devices and a range of software to enhance their learning across the curriculum.
- Teachers have developed appropriate planning frameworks across the curriculum to help children build on what they already know and to make appropriate progress. These frameworks make clear links in learning across the curriculum. In addition, teachers have developed bespoke pathways in literacy and numeracy to support planning for all learners at each stage of the school.
- Children receive their entitlement of two hours of quality physical education (PE) each week. Staff work closely with the specialist PE teacher to plan and assess children's progress and to identify next steps. Children participate in a wide range of activities that improve their physical health. This includes 'the daily mile' and extra-curricular sports sessions, organised by school staff, parents and the Active Schools Coordinator.
- All teachers have developed a shared understanding of quality outdoor learning. They make very good use of the variety of attractive outdoor spaces in the school grounds and in the local environment to plan exciting lessons and activities. Staff use helpful progression pathways to plan meaningful outdoor learning experiences across the curriculum.
- Across the school, children are developing meta-skills that will support them in learning, life and work. All staff make links during lessons to the importance of these skills to jobs and professions.
- The school has an attractive library, which is a key feature within the school. Children welcome the opportunity to read both fiction and non-fiction books. Staff and children are working together to ensure that the library includes texts that are reflective of society, including those with protected characteristics.
- Children at all stages learn French. Older children also learn German. In addition, children across the school experience Scots language as part of the curriculum.
- Staff support children at P7 very well in moving to Currie High School. Children benefit from meaningful transition activities across the school year that help to build their confidence and resilience. Staff work closely with high school teachers to ensure that information regarding children's attainment, strengths and next steps are shared. Transition arrangements begin when children are in P6.
- Children make a smooth transition from nursery to P1. Staff understand the needs of each child and provide very effective pastoral support for families. A next step for staff is to build on transitions in learning across the early level. For example, learning in the wildlife garden and Forest Schools provision in the nursery could be shared by staff across the early level.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents feel that staff are approachable and always willing to listen to their concerns. They appreciate that their children are known so well as individuals and they feel that this contributes to the warm, family ethos. Almost all parents think that the school is helping their children to develop confidence and that the school is well led. A few parents would like to have more specific information about their children's progress and next steps in learning as part of pupil reports.
- Parents who met with inspectors feel that school leaders and staff worked very hard to support children to continue to learn when they were required to stay at home due to COVID-19. Staff used already well-established and familiar digital applications to keep children engaged in learning and to communicate with all families. Parents feel that staff managed transitions very well when children returned to school in the spring of 2021 in a phased approach.
- Following the relaxation of COVID-19 mitigations, parents have welcomed the reinstated opportunities to come into school for open afternoons and shared learning sessions. School leaders host a monthly 'brew and blether' morning for parents. These provide very good opportunities for parents to meet informally and to talk with staff about any issues and topics of interest. Parents and children help staff to organise a 'pre-loved' school uniform shop, which will help to support families, whilst promoting sustainability.
- The Parent Council is highly supportive of the work of the school. Parents raise significant funds, which enhance children's experiences and ensure equity of access for all. School leaders consult with the Parent Council on improvement priorities and other important decisions, such as the use of the school's allocation of the Pupil Equity Fund.



## 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. At the time of the inspection, there were no identified areas for development for school staff to take forward. HM Inspectors will liaise with the education authority around a national digital policy matter raised during the inspection by a few parents and the Parent Council.



### 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

- Children have a very good understanding of their own wellbeing and what they need to do to be safe and healthy. Children are skilled in using and applying the wellbeing indicators to evaluate and discuss how they are feeling and what they need to do to improve. Staff support children very well to gain a thorough understanding of how wellbeing affects their emotions. Regular discussions with staff about wellbeing enables children to talk about their specific strengths and challenges. Children talk confidently about the broad range of elements that contribute to positive wellbeing, such as physical activity, healthy eating and responsible use of social media. They demonstrate the ability to apply what they are learning in their day-to-day life, such as taking regular exercise, learning cooking skills and making healthy food choices. Children have very good attitudes towards physical activity and fitness through a wide range of activities. They participate enthusiastically in physical education, clubs and activities such as running, water polo and football.
- Across the school, staff have a very strong focus on children's health and wellbeing. They are highly aware of the need to consider and take account of the holistic wellbeing needs of children. Staff have very positive relationships and interactions with children. This results in a very supportive culture and ethos, where children feel confident and safe. All staff praise children regularly throughout the day. They take every opportunity to highlight positive behaviours and achievements. The learning environment in all classes promotes children to think about their skills, strengths and attributes. Children respond to these approaches by displaying sound knowledge of what they can do to help themselves learn and achieve.
- The social and emotional wellbeing needs of children are met very well through a range of planned interventions and nurture-focussed activities. Support staff have special training to help children to manage their anxieties and concerns. Commendably, support staff lead sessions and activities, such as the 'Let's Introduce Anxiety Management' programme. Children and staff speak about the significant impact these supports have on improving anxiety and wellbeing. Interventions such as counselling, nurture sessions and check-ins with staff create a supportive and positive ethos. Children know they have adults they can talk to if they have concerns or if they need help. Staff routinely monitor the impact of interventions to ensure they are benefitting children.
- In pre-inspection questionnaires, almost all children say that staff help them to understand and to respect others. Most children say that school helps them to feel safe. A few children feel that the school could deal better with bullying. Children themselves identified that they could lead work to reduce incidents of bullying. Staff could further empower children, through the well-established pupil leadership groups, to take forward this work.
- Children are benefitting from a broad and well-planned health and wellbeing curriculum. As a result, they are developing very good skills and understanding in areas such as positive

relationships, the importance of physical exercise and healthy eating. Children can talk confidently about changes in their body, puberty and menstruation. This is due to recent work by staff to improve the learning and teaching of relationships, sexual health and parenthood.

- Staff have a robust understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. The school's approaches to child protection, safeguarding and meeting the additional support needs of learners are firmly embedded in legislation and national guidance such as Getting it right for Every Child.
- The school's approaches to fully involving children in child-planning processes is recognised as good practice by parents and partners. Staff at Juniper Green successfully involve children in sharing their views and taking an active part in deciding their targets and actions. Care-experienced children's voices are heard and this is central to the decision making process.
- Staff employ a range of successful, targeted interventions to secure progress and improve attainment for children who have additional needs. Interventions are very well planned and recorded through planning meetings and individualised educational programmes. Appropriate plans such as individualised educational plans and child's plans are in place. Staff should continue to ensure that children who are care experienced have been considered for a coordinated support plan.
- Staff identify and support very well those children who may face particular barriers to their learning, such as care-experienced children and those who may be disadvantaged because of poverty. A range of approaches, such as play sessions, nurture and literacy activities, are in place to address barriers to learning. These interventions are monitored very well by senior leaders and result in improved outcomes for children.
- Strong partnership working between school staff and other agencies and specialists is resulting in positive outcomes for children. Staff work collaboratively with other agencies, such as allied health professionals and counselling services, to ensure that children's needs are very well met.
- Children across the school have an excellent understanding of equality and diversity. They discuss confidently the protected characteristics. Children are able to relate their understanding in this area to how it will influence their lives beyond school such as being more tolerant and non-judgemental about others. They are proud of their work to promote equality and diversity such as their logo 'unique and yet united', presentations at assemblies and LGBTQI displays around the school. Children have identified their next steps as part of their 'Juni Plan' to review school resources and library books to ensure that protected characteristics are appropriately represented.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school meals provider that need to be addressed as a matter of urgency.

## 3.2 Raising attainment and achievement

very good

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

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

### Attainment over time

- Data provided by the school indicates that, overall, attainment has decreased post-pandemic, but is now showing early signs of improvement. Senior leaders and teachers have identified the reasons for lower attainment in specific cohorts. They have been pro-active in addressing this through focused professional learning and the provision of carefully planned support for children. This is having a positive impact on the attainment of identified groups of learners.

### Overall attainment in literacy and English

- Overall, attainment in literacy and English is very good. Almost all children are achieving expected levels of attainment in reading and listening and talking. Most children are achieving expected levels of attainment in writing.

### Reading

- By the end of early level, children are able to recognise, say and write taught sounds. They read familiar texts with accuracy and use their knowledge of sounds and rhyme to decode unknown words. A next step is to develop their knowledge of the range of sources of information. Children who recently achieved first level read familiar texts with fluency and expression. They summarise the main ideas within a text and identify features of the writers' use of language. They now need to develop further their understanding of opinion within a text. Children who are on track to achieve second level show enthusiasm for reading. They read an appropriate range of texts and can discuss the writer's choice of language. They use contextual clues to work out the meaning of unfamiliar words and identify opinions within a text. They need to develop further their ability to recognise technical language and answer inferential questions.

### Writing

- Children at the end of early level form letters correctly and can write simple sentences. They make positive attempts to sound out words using their knowledge of sounds. Children who have achieved first level write for a range of purposes and effectively use adjectives and conjunctions. They include relevant information in their writing. They require support to improve their use of punctuation. Children working towards the end of second level use punctuation and paragraphs in their writing. They select relevant information and use a range of techniques to engage the reader. As a next step, they need to improve their handwriting and overall presentation of written work.

### Listening and talking

- By the end of early level, children are able to listen attentively to adults and follow directions well. They communicate effectively with each other and take turns to contribute their ideas and opinions in small groups. They need support to develop their talking and listening skills in larger group contexts. Children who have achieved first level ask and answer questions with

confidence. They listen for information and recall key facts. They are attentive to others. A next step is to improve their use of non-verbal techniques to encourage other speakers. They need support to develop their ability to take concise notes when recording information for a given purpose. Children who are on track to achieve second level are highly articulate. They talk with confidence and expression. They demonstrate a high level of interest and enthusiasm when conversing with adults and children. A few children need support to ensure that everyone has opportunities to contribute.

### **Overall attainment in numeracy and mathematics**

- Overall attainment in numeracy and mathematics is good.

### **Number, Money and Measure**

- By the end of early level, children are confident in number operations, including identifying missing numbers in a sequence, using coins in real life contexts and sharing resources equally amongst two, four and eight people. Children who have achieved first level can identify the place value of three-digit numbers and can add on and subtract from these. They are less confident when dividing numbers by ten or 100. Whilst they can calculate appropriate combinations of coins to make up a particular amount, they find working out change more challenging. They can read and recognise both analogue and digital times. They now need more practice in estimating values, such as length and height. Children working towards the second level can confidently round numbers to the nearest 1,000 and convert simple fractions into decimals and percentages. They are skilled in money calculations, including cost comparison, and are well informed about the advantages and disadvantages of credit and debit cards.

### **Shape, position and movement**

- At the end of early level, children can confidently identify the majority of familiar two-dimensional shapes. They are able to describe relative positions of objects and give appropriate directions to move from one place to another. Children who have achieved first level can identify common three-dimensional objects. They can explain the properties of a cube and a right angle. They are able to use compass directions well. Children working towards second level can calculate the perimeter and area of quadrilaterals. They are less confident about the properties of circles. They can identify the major types of angles, including acute, obtuse and reflex. They understand and can apply the rules of symmetry and can confidently plot coordinates on a graph.

### **Information Handling**

- At the end of early level, children can confidently match and sort unfamiliar objects. They are not yet sure how they could record this and present the information to others. Children who have achieved first level can explain how they would organise and carry out a simple survey, record the responses as tally marks and display the results. They are familiar with bar graphs, pie charts and Venn diagrams. Children working towards second level can also explain how they would carry out a survey. They are aware of pictograms and Carroll diagrams and can identify which option is most appropriate depending on the information that is to be displayed. They have a good understanding of probability.

### **Overall quality of achievements**

- Children across the school have very good opportunities to share and celebrate their achievements through class displays, newsletters and online platforms. They demonstrate confidence and pride when discussing their many achievements, in and out of school. Prior to the pandemic, children engaged in a wide range of after-school activities, many of which involved parents, the wider community and partners. These worthwhile activities are starting to resume and children now have opportunities to attend clubs during and outwith the school day. These activities are supporting children's learning and wellbeing very well.

- Senior leaders audit children's participation in clubs and school committees using a variety of methods, including online forms and pupil self-evaluation. As a next step, staff should support children to identify, share and track the skills they are developing through participation in these activities.

### **Equity for all learners**

- All staff, teaching and non-teaching, have a very good understanding of the socio-economic context of the school. They use effectively this knowledge to inform their planning to help ensure that children disadvantaged by poverty have equity of opportunity and achievement. Senior leaders track carefully the attainment of specific groups of children with identified potential barriers to their learning. They use this information very well to support the planning of targeted support for individual children. They can exemplify the positive impact specific interventions have on children's progress in literacy, numeracy and wellbeing. As planned, senior leaders should refine the school's tracking systems to enable them to collate and analyse whole school information on children's progress more easily. This will help them to clearly identify and evidence attainment trends, such as the extent to which they are closing the poverty-related attainment gap.



## Practice worth sharing more widely

### **Equality and Diversity – ‘Mirrors, windows and sliding doors’**

Children’s exceptional understanding about equality and diversity is impacting very positively on the culture and ethos in the school. Children are clear about the importance of recognising and respecting differences in people. Children are proactive in ensuring that the school community is well informed about rights, and the rights of those with protected characteristics. They have a strong sense of justice and fairness for all and the need to be non-judgemental towards others. Children talk confidently about how this work will help them build relationships with others beyond school. Their learning in these areas is helping them develop confidence in themselves and understand their own identity. They are enthusiastic about promoting equality and diversity through presentations and assemblies. Through a ‘mirrors, windows and sliding doors’ approach, they take a lead role in ensuring texts in school reflect accurately the school community and protected characteristics. They understand the significance of seeing themselves and others in their day-to-day classroom resources.

### **Mental and emotional wellbeing – ‘Let’s Introduce Anxiety Management’**

Children who experience anxiety clearly benefit by participating in Edinburgh City Council’s Let’s Introduce Anxiety Management (LIAM) programme. School support staff are trained to work with identified children to help them explore and understand why they experience anxieties about certain situations. Staff then help children identify strategies that will allow them to overcome their anxieties. Staff gather data at the beginning and end of the nine-week programme about the level of impact for each child. Support staff that deliver the LIAM programme receive ongoing training and supervision to carry out this worthwhile role. They meet fortnightly with a clinical psychologist to discuss their approaches to supporting children. Levels of anxiety have reduced for those children who are involved in the programme.

### **Meta-skills for learning, life and work**

The highly successful implementation of a framework for meta-skills development is teacher led. All staff in Juniper Green Primary understand the importance of developing children’s meta-skills alongside knowledge, as a pre-requisite for future success. Staff work closely to embed [national guidance](#) from Skills Development Scotland to ensure that children’s self-management, social intelligence and innovation skills are taught in a planned and progressive way. Children at all stages can talk confidently about skills such as integrity, adapting, collaborating and leadership. They can identify where they have used these skills to achieve a successful outcome and how they can improve. Commendably, teachers ensure that children think about and apply these meta-skills across their learning, in all areas of the curriculum. They focus on an agreed ‘skill of the week’ so that all children can discuss their knowledge and application of their skills at assemblies, and with their families at home. Teachers make explicit references to skills for work and potential future careers as an integral part of learning and teaching.

## 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.