

# Summarised inspection findings

**Pentland Primary School and Nursery Class**

The City of Edinburgh Council

21 July 2020

## Key contextual information

Pentland Primary School is a large non-denominational school situated in the south west of Edinburgh. At the time of the inspection, there were 460 children in the school. Children are taught across 16 classes. The nursery class is registered for 48 children in the morning and in the afternoon. Children benefit from the extensive school grounds, which are varied and used well. The senior leadership team (SLT) comprises the headteacher who has been in post for approximately seven years and two acting depute headteachers. Almost all children transfer to Firrhill High school at the end of Primary 7.

### 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

- Pentland Primary School's vision, values and aims were agreed in consultation with the school community. They encapsulate the school's ambition to create a supportive, respectful and aspirational ethos where learning is enjoyable and meaningful. Children articulate the school's vision and values and explain what this means in practice. Children, staff and parents are very proud of their school.
- Almost all teachers, support staff and parents believe that the school is well led and managed. The SLT is enthusiastic, creative and ambitious when considering change and improvement. Staff and parents support this. There is a clear focus on improving outcomes for learners based on an in-depth knowledge of the context of the school and the needs of the children.
- Staff use a variety of formal and informal ways to collect views on the school's strengths and areas for improvement. Most children and parents feel comfortable approaching staff with suggestions for school improvement. Most children, and the majority of parents, believe that their views are listened to and taken into account when changes are made within the school. Staff should now encourage and support children to provide clear reasons for their proposed changes. This will help them to use and develop their reasoning skills in meaningful ways.
- Almost all teachers and most support staff are actively involved in self-evaluation activities. They have regular opportunities to agree on areas for improvement. The school improvement plan features a large number of significant priorities organised under three key areas. The majority of these priorities have measurable targets based on evidence and a clear understanding of the school's context. However, there are too many priorities and insufficient time given to implementing and sustaining change. The SLT should streamline the improvement agenda and utilise fully collegiate time across the year. This should increase staff's opportunities to participate in ongoing, reflective, robust dialogue. Along with sufficient professional learning, this should help to ensure that development work is fully embedded, leading to the desired improvements.

- Most partners are actively involved in collaborative planning and evaluation of joint work. They have a clear understanding of the school's strategies for raising attainment. Educational partners, such as speech and language and educational psychology services support staff well. They deliver professional learning to help staff address individual and collective needs of learners. Partners within the local community previously enhanced children's learning and supported their wider achievements. Staff should now build on these successes to develop a more consistent and sustainable approach to extending children's experiences. Community partners could be more actively included in aspects of curriculum development.
- Almost all teachers and support staff lead or contribute to implementing aspects of the school's improvement agenda. Staff make best use of their professional skills and personal interests to support the school community and contribute positively to continuous improvement. Senior leaders have aligned professional learning opportunities with improvement priorities. This helps increase collective knowledge and skills in key areas. Staff helpfully provide formal and informal mentoring and practical assistance to colleagues.
- Almost all children contribute to general improvement activities, such as auditing and enhancing the playground environment and learning for sustainability. Staff recently started involving children in evaluating learning and teaching. Older children have whole school leadership responsibilities in areas such as health and wellbeing and ethos. They are enthusiastic about influencing school improvement through class and group based committees. They do not yet have an understanding of the associated skills they are developing through these activities. Staff should now raise awareness of these skills. Staff should also increase the range of individual and collective leadership roles available to all children, including those at early and first levels.
- Approaches to evaluating targeted interventions for identified individuals and groups are consistent and robust. Staff use this data effectively to plan next steps in learning for children.
- Almost all staff evaluate the progress of wider improvement initiatives on an ongoing basis. Senior leaders devised a 'Rolling Log' to record and evidence staff development in line with the improvement plan. Teachers and the SLT regularly update this. The SLT should review the scope and depth of quality assurance activities to ensure that they continually target key priorities and provide robust evidence of impact.

## 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

- Children experience a warm, positive classroom ethos underpinned by positive, nurturing and mutually respectful relationships. Teachers plan most lessons well, taking account of children's needs. In almost all lessons, teachers share the purpose of learning with children in a clear and meaningful way. Most children explain the purpose of their learning, which often relates to the world of work. Teachers use 'this is because' consistently when explaining why children are learning. This works well. In most classes, teachers use effective questioning to gauge understanding and extend learning. Overall, most children are motivated and have a positive attitude to their learning. They work well individually, in pairs and in groups and engage well in their learning. Staff should now encourage children to have a greater influence on their learning environment.
- In most lessons, children enjoy high quality learning experiences. In a majority of lessons, children devise higher order questions and apply skills in real contexts. Staff support children with additional support needs effectively. In a minority of lessons, children's experiences are overly teacher-directed which slows the pace of learning. Across the school, children would benefit from greater opportunities for problem solving and enquiry and to more regularly use higher order thinking skills. This would help to ensure appropriate pace and challenge for all children and provide more opportunities for them to lead their own learning.
- Staff working at the early level are at the early stages of developing play-based pedagogy. Staff should continue to engage in ongoing and robust self-evaluation to ensure this approach offers sufficient challenge and progression for all children. In doing so, staff would benefit from engaging further in professional learning to strengthen their understanding of learning through play.
- Teachers use formative assessment successfully to support learning and teaching. Children evaluate their own progress through self and peer assessment, and through planned learning conversations with their teacher twice yearly. Senior leaders and staff have introduced a consistent approach to peer feedback (kind, specific and useful). Most children confidently articulate their strengths in learning and what they need to do to improve. In the majority of classes, teachers give specific feedback, linked to success criteria, which informs next steps in learning. This is particularly evident in writing tasks. Teachers should continue to develop this further across the curriculum. Teachers share pupil learning journals with parents termly. These provide a good overview of learning across curriculum areas.
- Most teachers use digital technology effectively to support children's learning. Children use tablets confidently to consolidate or extend their learning. Staff should now ensure that children's digital skills develop progressively, with appropriate levels of challenge, across all stages in the school.

- The outdoor environment is an asset to the school and provides a varied and valuable setting for learning. Teachers are developing opportunities for outdoor learning and applying skills in different contexts. Staff should now continue to develop this further by sharing and building on existing good practice across the school.
- Teachers plan learning and teaching over different timescales. This ensures all children receive a broad curriculum experience with opportunities for personalisation and choice. In all classes, teachers use a range of approaches to planning, such as floor books and mind maps. These help children identify what they would like to learn more about within topics and that learning is relevant to their interests. Additionally, it helps build on children's prior knowledge and understanding. Staff should now develop further their use of learning walls. This should reinforce children's involvement in planning and evaluating progress in learning across the curriculum. Across all stages, teachers are consistent in their approach to planning numeracy and mathematics, which ensures appropriate progression for all children. Teachers now need to be more consistent when planning other curriculum areas. This should help to support continuity and progression in learning and teaching as children move through the school.
- Teachers use a variety of assessment information, including standardised tests and writing assessments, to inform judgements on children's progress. The use of National Benchmarks continues to develop well. This supports teachers' professional judgements of Curriculum for Excellence (CfE) levels of attainment. Teachers should continue to develop their framework for assessment across the curriculum. This should ensure greater consistency in using assessments to evaluate progress and to plan next steps in learning and teaching.
- Teachers engage in moderation of learning, teaching and assessment within levels and with stage partners. This is helping to improve their understanding of children's learning and progress across the curriculum. Teachers of children in P7 engaged in moderation activities with cluster primary and secondary colleagues within numeracy and mathematics. Staff should continue, as planned, to embed approaches to moderation to strengthen consistency in approaches to learning, teaching and assessment across stages. This should also support smooth transitions in learning.
- Teachers benefit from termly progress and wellbeing meetings with senior leaders where they reflect on the progress of each child. This allows senior leaders to monitor effectively the progress of individuals and of cohorts of children. They are also able to consider, with teachers, how better to support individuals and groups of children. Staff should continue with their plans to develop approaches to track and monitor children's progress across the curriculum. This should help them plan appropriate support and interventions, and evaluate the impact on groups and individuals more effectively. Increasingly, teachers are using data to track and monitor children's progress. Senior leaders recognise the need to develop further teachers' use and analysis of the wide range of available data.

## 2.2 Curriculum: Learning pathways

- Teachers have developed position statements that set out the rationale for each curriculum area and explain agreed approaches to learning and teaching. Senior leaders should now develop an overarching rationale that reflects the design principles. This should support teachers to plan activities that ensure children have access to meaningful and relevant learning opportunities across all curriculum areas.
- Senior leaders and staff have assigned experiences and outcomes to specific stages within each CfE level. Staff recognise that their next step is to plan further within levels, rather than across stages. Teachers use skills progression pathways successfully in a few areas, such as expressive arts, health and wellbeing, and numeracy and mathematics. Teachers should now develop progression pathways across other curriculum areas. This should help ensure that children have well-planned, progressive experiences, with appropriate breadth and depth of learning across the curriculum.
- The SLT actively encourages teachers and children to exercise personalisation and choice within learning, to help to ensure that activities are relevant, meaningful and engaging. Teachers group experiences and outcomes assigned to their stage effectively. They develop learning activities within a chosen context. Children are becoming more actively involved in deciding what this context should be, but require more support in this process.
- Children use digital technology well to enhance their learning. All children receive their entitlement to two hours of quality physical education weekly. Teachers use outdoor spaces well to support aspects of the curriculum, which impacts positively on children's wellbeing. Staff should now build on the positive start to providing regular high quality outdoor learning experiences to cover all curriculum areas.
- Teachers have embedded learning for sustainability and rights-based learning approaches in the curriculum. In most classes, teachers help the children to recognise the links between their learning and real life. As a next step, senior leaders need to ensure that the curriculum reflects fully skills for learning, life and work. The curriculum should be shaped around the four capacities and encompass more links with the local community. Teachers are at the early stages of this process. Staff are beginning to progress from specific focus weeks to ensuring that the development of skills permeates the whole curriculum.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents have a very good understanding of the vision, values and aims of the school. They are very supportive of the work of the school and feel welcome when they have queries, concerns or suggestions for improvement. Parents appreciate the different contexts in which staff work and support them well to alleviate sensitively the ‘cost of the school day’ for some children.
- The active Parent Council comprises representatives from each of the 16 classes. As a result, parents are well informed of its work. Teachers helpfully inform parents about the various subjects their children will experience at the start of each year. Parents enjoy ‘learning workshops’, for example in science, technology, engineering and mathematics (STEM), which help them understand more fully what their children are learning about.
- Parents are consulted regularly, for example through surveys at parents evening. As a result, senior leaders recently introduced the use of social media to provide feedback that is more regular to parents. Most teachers use this well to inform parents of their child’s work. This encourages parents and children to continue their learning at home together.
- Almost all parents feel that they receive helpful, regular feedback about how their child is developing at school. Parents receive a formal report twice each year that helpfully details the progress their child has made. Reports also give steps for improvement across the four capacities of CfE. The annual report details the progress children make in all curriculum areas.
- Most parents think that the learning activities provide enough challenge for their child and that their children receive the help they need to do well. Almost all feel that staff support their child’s emotional wellbeing and resilience and that staff encourage their child to be healthy.

## 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

- Staff have established a nurturing, inclusive learning environment that underpins the school's vision, values and aims. This supports the wellbeing of all through very positive relationships between all children and staff. The Pentland Promise reflects the commitment of the school community to the agreed vision, values and aims. Almost all children and parents feel that staff encourage children to treat each other with respect. Almost all children feel safe in school and that staff help them learn about how to lead a healthy lifestyle. A few children and parents feel that the school could deal better with incidents of bullying.
- Most children have a very good understanding of their rights. They talk confidently about children's rights and what that means for them and for other children. Across the school, class charters link clearly to children's rights. Older children represent their classes on the "Rights Group". This group is taking forward effectively the school's action plan for achieving a Gold Award as a Rights Respecting School.
- Staff use well-planned approaches to support the development of children's skills in recognising and managing their emotions. This is leading to improved engagement in learning for almost all children. Staff have participated in a range of professional learning opportunities to support their understanding of nurturing approaches and effective practice in resolving conflict. As a result, almost all children engage well in supportive conversations when resolving difficulties. Staff develop effectively children's resilience and emotional literacy through assemblies, class teaching, targeted group work and individual supports. "Smart Start" routines ensure that children are warmly welcomed when they arrive at their classroom. Children self-register which contributes to a calm, purposeful start to the school day. 'Check-in' takes place in all classes and supports children to recognise how their feelings affect their actions and overall wellbeing. Older children speak very positively about the impact of the school's relaxation programme. It helps them develop techniques to support their emotional and mental wellbeing. They report that they have more strategies to help with challenging situations which may arise.
- All staff have a very good understanding of wellbeing indicators. Most children are becoming more familiar with these indicators and are able to talk about them. Children recognise how the indicators link to the school's values. As part of their individualised support, staff help children to use the indicators to assess their own wellbeing. These assessments contribute to discussions with teachers about health, wellbeing and progress in learning. As planned, staff should continue to develop children's understanding of wellbeing and support all children in evaluating their own health and wellbeing.
- Staff across the school have a very good understanding of the health and wellbeing needs of individual children. They use this knowledge very well to identify children that may require support and interventions. Teachers and SLT discuss interventions to support children's learning and wellbeing at the termly progress and wellbeing meetings. Staff monitor and track

these interventions to evaluate how they are improving outcomes for children. Staff use a variety of universal supports in all classes to support children successfully. Staff also have access to prompts and reminders of effective approaches to support individual children. Senior leaders monitor the progress and wellbeing of targeted children rigorously which is helping ensure their needs are met well.

- Almost all staff have a very good understanding of statutory requirements in relation to wellbeing, equality and inclusion. They use staged intervention approaches very effectively to assess and support children. Senior leaders and class teachers track very well the progress and attainment of children with additional support needs. Teachers plan learning which is responsive to the needs of children in most classes. Individualised education plans support a few children well, with appropriate targets in place. Staff involve parents in planning meetings and include children's views when agreeing targets and next steps. Children should be more involved in setting their own targets to help them take greater ownership of their learning.
- Staff engage well with a range of partners, such as educational psychology and outreach services. These help support staff address any barriers to learning. Partnership working with agencies is highly effective in supporting individual children to improve their wellbeing. The inclusive ethos of the school leads to the implementation of appropriate interventions to support children who experience challenges. As a result, children have positive outcomes such as improved attendance and better engagement in learning. Children confidently consult staff about how they access planned additional support. Staff plan very well transitions within the school and from primary to secondary school for children with additional support needs. This leads to children settling into their new environment quickly.
- Support staff are skilled in supporting children with their learning and emotional wellbeing. They benefit from a variety of professional learning. As a result, support staff recognise their role in improving attainment in literacy and numeracy. This works well for identified groups of learners. Senior leaders plan the deployment of support staff well across the school and review the effectiveness of interventions regularly.
- Staff engage effectively with a wide range of partners to support children's health and wellbeing. Partners such as Active Schools, local shops, health professionals and parents contribute to health and sports week. This helps children understand issues that impact on their health and wellbeing. Children are very positive about the opportunities provided through a focused health week. They are well placed to take more leadership in the planning of health and wellbeing activities and events.
- A progressive health and wellbeing framework ensures all children benefit from appropriate health and wellbeing experiences, including outdoor learning. These experiences lead to improved understanding about all aspects of health and wellbeing. Teachers are responsive to situations when planning learning experiences such as internet safety and anti-bullying. Children learn about resilience, diversity and discrimination through planned learning experiences in classes and assemblies. Senior leaders should continue with plans to refine the local authority equality and diversity policy. This should reflect the context of the school and the changing nature of society.

## 3.2 Raising attainment and achievement

very good

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

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

### Attainment in literacy and numeracy

- Overall, the data presented by senior leaders indicates that almost all children achieved appropriate CfE levels in literacy and numeracy at early, first and second levels in 2018/19. Most children are on track to achieve expected levels in literacy and numeracy in the current session. A few are on track to exceed expected levels. The percentage of children who attain expected CfE levels is consistently higher than children with similar characteristics across Scotland.
- Staff support most children across the school who face barriers to their learning well to attain expected CfE levels across literacy. The majority of those children attain expected CfE levels in numeracy.

### Literacy

- Overall most children this session are making good progress in English language and literacy.

### Listening and talking

- Almost all children listen well to instructions and respond appropriately in a variety of contexts. They are confident in talking to peers and adults. At early level, most children listen to and follow their teachers' instructions. At first level, almost all children listen well, take turns and respond appropriately to each other. They make good use of non-verbal techniques, such as eye contact and body language. Almost all children at second level communicate clearly. They speak confidently and can build on the responses of others.

### Reading

- Almost all children across the school speak with enthusiasm about reading. At early level, most children are developing their knowledge of sounds and letters. They talk about the kinds of books they like to read and understand what an author is. At first level, almost all children discuss their favourite authors and books. Most children read with confidence. Children would benefit from reading more novels. At second level, almost all children understand and use reading strategies, such as skimming, scanning, and summarising. They recognise and use aspects of figurative language, for example, metaphor, simile and imagery in reading and writing tasks. Children at all levels would benefit from further opportunities to develop their experience, knowledge and understanding of different types of poetry.

### Writing

- At early level, most children attempt to spell simple words using their knowledge of sounds and letters. They use capital letters and full stops. At first level most children experience different types of writing. Children demonstrate their understanding of vocabulary, conjunctions and punctuation to support their writing. They are developing their use of paragraphs. Children at

first level would benefit from further work on applying phonics and spelling strategies to writing familiar and unfamiliar words. At second level, most children have developed skills in different types of writing, including persuasive and imaginative, and discuss the key features of these. They apply knowledge of spelling strategies to spell most words correctly.

## **Numeracy**

- Most children make good progress in numeracy and mathematics.

## **Number, money and measure**

- Almost all children have a good understanding of number and number processes. At early level, most children identify the number before and after and find missing numbers in a sequence to 20. They add and subtract within 10 using concrete materials. Almost all children are developing their understanding of time using both digital and analogue clocks. At first level most children round whole numbers to the nearest 10 and 100. They identify correctly the value of each digit in a whole number with three digits. They require practice in finding solutions to contextual problems that require two or more calculations. At second level, almost all children use common units of measure. They have a good understanding of the benefits and risks of using bankcards and digital technologies. Most children confidently explain the strategies they use to solve problems involving whole numbers, fractions, decimals and percentages.

## **Shape, position and movement**

- At early level, almost all children are developing their understanding of two-dimensional shapes. They describe some of the properties of these shapes. They correctly use positional language, including front, back, above and below. Most children at first level confidently identify two-dimensional shapes and most three-dimensional objects. They use their mathematical vocabulary to identify the side, face, edge and vertex of shapes and objects. At second level, almost all children discuss the properties of a range of angles and correctly name the properties of a circle such as a radius, diameter and circumference.

## **Information handling**

- At early level, most children apply their number skills to answer simple questions, based on data displayed pictorially. Almost all children at first level create and interpret simple bar charts and tables. They talk about chance and uncertainty, describing how likely or unlikely an event maybe. At second level, most children analyse, interpret and draw conclusions from a variety of data. Teachers should increase the use of digital technologies to allow children to collect, organise and display data gathered for real life purposes.

## **Attainment over time**

- All staff are aware of their role in raising attainment for all children. There is strong focus on children being ready to learn with a range of universal strategies evident. The percentage of children who attain at an appropriate CfE level in numeracy has improved over the last three years to 18/19. In literacy, over the same period, the percentage of children attaining appropriate CfE levels at P4 in reading, listening and talking and at P7 in writing has also improved. A few children consistently attain higher than expected levels. Senior leaders, thorough interrogation of the data available to them, identified that children's attainment in writing at first level required improvement. As a result, they introduced more targeted supports for a few children. Across the school, an increased focus on nurturing approaches and on pupil engagement is leading to improvements in children's readiness to learn. These approaches also contribute to improvements in most learning environments.

## **Overall quality of learners' achievement**

- Children's leadership and communication skills are developing well. In the upper primary, all children choose a leadership group to which they contribute. In the earlier stages, all children

work within their class on a sustainability theme. These opportunities support children to value the views of others, develop listening skills, and improve how they relate to each other. Within community groups, children make decisions that influence positive improvements to the school environment. For example, children identified a lack of resources to play with during break times. They worked in partnership with support staff to design resource boxes that promote positive play.

- In most lessons, children are aware of and recall skills they are developing through their learning. This includes connecting activities and lessons to skills for learning, skills for life and skills for work. All children in P7 work toward an accredited youth award. This recognises their wider achievement in physical activity, contribution to the community and completion of challenges. Senior leaders should continue as planned, to support children's progression in developing the four capacities across the curriculum and through real life contexts.
- Staff track children's participation in activities, groups and the wide range of clubs well. They consult children about which clubs are offered. This has led to almost all children participating in these opportunities. Older children gain valuable leadership skills through roles such as buddies, prefects and Junior Road Safety Officers. Staff and children recognise and celebrate successes from both in and out of the school for all children. All children in P7 contribute to designing and delivering school events and activities. They talk confidently about the purpose of these events and activities. As a result, children use communication skills well. They consider and agree what actions to take to ensure successful planning and informed decisions. Teachers should support children to identify the skills they are developing through these roles, including those for learning, life and work. As planned, staff should continue to develop opportunities for leadership throughout the school.

### **Equity for all learners**

- Senior leaders have very effective systems in place to promote equity across the school for all learners. All staff have a very good understanding of the contexts in which children live. Staff, supported by parents and community groups provide all children with access to a healthy daily snack, a clean uniform swap and appropriate supports required to attend school. As a result, a few children have improved their attendance at school. Staff's introduction of 'a supported pick up,' enables children to arrive on time, attend the breakfast club and be 'ready to learn'.
- Senior leaders, supported by staff and parents, have well developed approaches to reducing the 'cost of the school day'. This allows all children access to additional valuable learning experiences within and outwith the school day.
- Pupil Equity Funding (PEF) enhances staffing and supports effective professional learning for staff. This is resulting in improvements in approaches to reducing anxiety in children and developing positive relationships across the school. Support staff offer target support for identified children. This includes after school tutoring, in class learning experiences and additional support with literacy and numeracy. Staff have successfully improved attainment in literacy for most of the targeted children and in numeracy for the majority of the targeted children.

## School Empowerment

### ■ Pupil participation

- Staff are beginning to promote pupil involvement in leadership opportunities through the four arenas of participation. Older children have actively contributed to school improvement. All children have opportunities to influence decision-making. Staff plan to involve fully all children in leadership roles. They also plan to improve children's understanding of the skills they are developing as a result taking part in these opportunities.
- Children are at an early stage of contributing to improvements in learning and teaching. Staff plan to extend this further and to support children to use a more structured approach to evaluation. Teachers enable children to influence the context of their learning in, for example topic work. This increases opportunities for personalisation and choice, and encourages children to be more engaged in their learning.
- Senior leaders have developed a wide range of opportunities for children to experience personal and wider achievement within and beyond the school day. These are valued and celebrated. Staff are enthusiastic about their plans to build on community links to encourage inter-generational learning and to promote wider achievement within this context.

## 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.