

Summarised inspection findings

Peterhead Central School

Aberdeenshire Council

23 June 2026

Key contextual information

Peterhead Central Primary School is a non-denominational primary school located in Peterhead in Aberdeenshire. At the time of inspection, there were 119 children on the roll organised across six classes. There is also a nursery class. The headteacher has been in post since August 2025. A majority of children live in Scottish Index of Multiple Deciles 1 and 2. About 40% of children are registered for free school meals. The school reported that 73% of children require additional support with their learning. Approximately 58% of children who attend the school have English as an additional language with 16 different languages spoken.

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	

- The very effective leadership of the headteacher is a driving force for improvement across the school community. He is a strong, capable and visible leader who sets a positive tone and leads by example. In the short time since being appointed, he has provided strategic leadership with a clear agenda for improvement. He has introduced focused priorities with clear timescales and measures of change. In his short time in post, he has supported staff to implement well a range of consistent approaches to learning and teaching and meeting children’s wellbeing needs across the school. The school community hold him in very high regard and appreciate his kind and supportive leadership style. He has secured the trust of staff and the wider school community and is very well respected by children, staff, parents and partners.
- All staff are welcoming and inclusive. Their interactions with children are nurturing and respectful. Families feel welcome in the school and regard it as an important part of the local community. The vision for unlocking potential through ambition, acceptance and achievement underpins the work of the school.
- Children, staff and parents were involved in creating the school’s vision and values. The school’s values, which consist of curiosity, equity, nurture, teamwork, responsible, active and love (CENTRAL), are evident across the school and underpin relationships. Parents, children and staff feel these are relevant to the current context and in line with their aspirations for the school community. Staff help to embed the values further by including them as part of school assemblies. The school values are demonstrated in staff and children’s interactions and presented prominently in classrooms, and corridor displays. Children are very proud of their school.

- All staff demonstrate an effective, collaborative approach to continuous improvement. The school improvement plan reflects a clear strategic direction and includes ambitious targets and relevant priorities. These include a focus on raising attainment in literacy and numeracy, improving children's wellbeing and increasing family engagement. Evidence demonstrates greater engagement of families and more accurate data about children's progress and attainment. These priorities are linked to a diary of collegiate activities and a quality assurance calendar. The headteacher has ensured that the pace of change has been necessarily brisk to bring about required improvements. Led by the headteacher, staff regularly evaluate the impact of improvement work using How good is our school? 4th edition quality indicators. This is helping to provide staff with clearer information about the impact of improvement priorities on outcomes for children's learning and wellbeing.
- The headteacher has quickly established effective quality assurance arrangements, including regular evaluation activities. He monitors the work of the school well through implementation of a cycle of quality assurance. This includes sampling the work of children, reviewing planning folders and visiting classes to observe children's experiences. The headteacher provides summarised feedback from monitoring activities to teachers. This feedback is linked to quality indicators and identifies elements of good practice and next steps. This has resulted in consistent approaches to learning and teaching in line with agreed expectations. The staff team are well placed to continue to share best practice and professional learning. As a next step, the headteacher should develop further the approaches to involving children and families more fully in planning and evaluating improvement work in the school.
- Staff feel increasingly empowered to embrace leadership roles in the school. Most teachers have recently undertaken responsibility for pupil leadership groups, areas of curriculum development and school improvement. They are a reflective team who are keen to develop their individual and collective skills. Staff seek professional development opportunities actively, and this is agreed through the annual professional review process. They talk readily about their professional learning and its impact on their practice. This includes improvements in areas such as play pedagogy, promoting emotional regulation and improving approaches to writing. Evidence shows an improvement in children's writing, particularly at second level. Staff are positive about the impact of professional learning on their skills and confidence. All staff share their learning with each other and support colleagues to implement change and improvements. This approach is building teacher confidence in leading aspects of the curriculum and strengthening improvements in learning and teaching across the school. The headteacher should continue to build on this successful collaborative approach to empower teachers further to extend their leadership skills.
- Staff have established formal pupil leadership groups. These include house captains, breakfast buddies and Junior Road Safety Officers. Currently, a minority of pupils have leadership responsibilities across the school. Most children who are part of leadership groups are beginning to understand their role in shaping school priorities and impacting change. However, this work is at an early stage. As planned, the headteacher should now ensure that all children have regular and meaningful opportunities to be included in leadership roles and influence change in their school.
- Staff have a clear understanding of the social, economic and cultural context of the school. Since taking up post, the headteacher has developed a more strategic plan for Pupil Equity Funding (PEF). He has allocated this funding effectively for additional staffing and resources to support children with their wellbeing and learning. The headteacher should now involve parents

and children more fully in determining the focus of PEF to address any poverty related attainment gaps.

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 headteacher and staff have worked together effectively to create a welcoming, inclusive and nurturing ethos for children and families. Strong, well-established relationships mean staff have a deep understanding of children and their families, enabling them to respond effectively to individual needs and the wider school context. Children are polite, well-mannered, and happy. Staff support children to discuss and understand the school values. Staff and children have developed class charters which are underpinned by the school values. Children demonstrate the school values well in their interactions with adults and each other. This inclusive and responsive approach supports children to engage fully in their learning and experience success. As a result, behaviour across the school is consistently of a very high standard, and there is a strong sense of pride and belonging among both staff and children.
- Teachers have created calm and purposeful learning spaces and use a range of effective approaches to engage learners. This is supported by high-quality learning environments where attractive displays reinforce learning and celebrate achievements. As a result, most children are motivated, interact positively, and work well independently and collaboratively.
- In all lessons, teachers' explanations and instructions are clear and they support children to make meaningful connections across their learning. All teachers share the purpose of lessons and support children to understand how they will be successful. In a few lessons, children co-create measures of success with the teacher. This develops children's learning well and helps them to complete tasks and activities with confidence. Across the school, children are now ready to be more involved in creating measures of success.
- In most lessons, teachers use questioning well to help children recall facts, revisit prior learning and check for understanding. Teachers use groupings effectively to provide learning experiences that meet the needs of most children. They ensure universal supports and resources, such as concrete materials, are always available to help children with their learning. Teachers should now develop their approaches to questioning further to promote children's higher order thinking skills and to extend the level of challenge for a few individuals. This should support children to make even greater progress.
- In most lessons teachers provide helpful verbal feedback throughout the learning episode. In most lessons, teachers review learning at the end of lessons well to make links to measures of success and to check children's understanding. Teachers' written feedback does not always

focus on supporting children to make progress. They should continue to refine their approaches to providing feedback and setting targets using a consistent language of learning. There is a need to ensure children are fully aware of their next steps in learning.

- Teachers use interactive digital technology effectively to support learning. Children use digital devices appropriately to play games to reinforce learning, undertake research and to capture evidence of learning. They use an online platform to share examples of work with their parents effectively. Children who require support with learning use digital assistive technology well to access learning experiences independently.
- Staff are developing play pedagogy to support younger children's learning. They have enhanced their understanding of play and the importance of quality interactions, spaces, and experiences. They create stimulating spaces that foster independent, play-based experiences and encourage children's creativity. Children have opportunities for choice and enjoy trying a range of interesting activities. Teachers should continue to develop further their approaches to play, taking account of national guidance. This should help staff to support children to build progressively on their skills and experiences.
- The headteacher has strengthened approaches to tracking and monitoring, resulting in more focused professional dialogue on planning, assessment and progress across Curriculum for Excellence (CfE) levels. Teachers use a range of assessment evidence effectively, including diagnostic and standardised tools, alongside increasing confidence in applying national Benchmarks. The introduction of planned assessment periods has improved consistency and supported more reliable teacher professional judgements. The headteacher and staff have developed an assessment overview to co-ordinate the timing of assessments across the school. Teachers plan a range of assessments in literacy, numeracy and health and wellbeing. They should continue to develop their understanding of how to make best use of assessment information. Teachers should use this to directly influence teaching and learning to ensure that all children experience appropriate challenge in their learning.
- Teachers collaborate well to moderate children's work across stages within the school. They engage in collaborative planning, sharing of practice and informal discussions. Teachers have engaged in moderating standards of writing with other schools in the local cluster. This is helping to build their confidence and develop their professional judgements. Teachers would benefit from further arrangements to observe practice, moderate learning and work with teachers from other schools. This should support an improved, shared understanding of standards and increase further teachers' confidence when making professional judgements about children's progress and attainment.
- Teachers plan children's learning over a range of timescales and across the curriculum. Children share with teachers what they already know and what they want to know more about at the start of each topic. This is helping teachers to make learning relevant and meaningful for children. Teachers plan and prepare literacy and numeracy lessons well. They build on children's prior learning using local authority progression pathways to meet most children's needs.
- The headteacher has introduced robust tracking of children's progress in literacy, numeracy and health and wellbeing. Teachers monitor the pace of progress of individuals in their class

and raise concerns promptly where they feel children may need support. Staff work closely and effectively with the English as an additional Language (EAL) teacher. They monitor the progress of children with additional support needs closely. The headteacher and teachers meet termly for discussions about children's progress. Where children face barriers to learning, interventions and resources are quickly identified and implemented. Staff monitor the impact of these interventions on children's progress. This helps staff plan next steps in learning for children using informed evidence.

2.2 Curriculum: Learning pathways

- All Teachers use a range of local authority progression pathways based on CfE experiences and outcomes to plan learning across all curriculum areas. These progression pathways are flexible to meet the needs of children requiring additional support and those for whom English is an additional language. Teachers are making more effective use of the pathways and data about children's progress to help them plan learning which builds on what children can already do.
- Staff work collaboratively to plan progressive contexts which link learning across different areas of the curriculum. The use of 'big questions' is supporting staff to take a more creative and responsive approach to the development of project-based learning.
- Children benefit from a progressive modern languages programme, with German delivered across the school and French introduced as part of the 1+2 entitlement. Staff recognises the increasing linguistic demands on EAL learners and are aware of the need to balance and support this effectively.
- Children benefit from a broad range of opportunities to develop their understanding through Religious and Moral Education (RME) and participation in religious observance. Assemblies led by a minister, alongside end-of-term services in the local church, provide meaningful experiences that strengthen links with the wider community. The Scripture Union Club, held weekly, offers additional opportunities for interested children to explore faith in a supportive environment. RME is embedded within interdisciplinary learning, enabling children to develop awareness and understanding of a range of world religions and cultural celebrations represented within the school community. This contributes positively to promoting respect, inclusion and diversity.
- All children receive their full entitlement to two hours of high-quality progressive physical education each week.
- Transitions are improving across the school, in particular for those children starting P1 and moving onto secondary school. A new approach has been put in place for transition into P1 and support transition from P7. The headteacher has been proactive in working with other settings in order to ensure these transitions are effective for children.
- Children benefit from a recently refurbished attractive school library and class libraries. These provide a wide range of fiction and non-fiction texts for children to access to support their accelerated reader programme.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the positive relationships they have with the headteacher and staff team. They feel welcome to visit the school and are comfortable approaching staff and the headteacher if required. Parents appreciate the regular communication from the school through digital platforms and comprehensive newsletters. Parents have opportunities to visit the school for open days, parent contact and sharing learning events. They feel these provide opportunities to understand their child's progress and support their child's learning at home. The headteacher tracks parental attendance and engagement at events. He uses this information to inform and plan future opportunities for parents to engage in their child's learning.
- The Parent Council use funds raised at events such as discos to help all children be involved fully in school activities. For example, they fund the cost of buses for school trips. They have also raised funds to support the school to develop the outdoor area. The Parent Council receives regular updates from the headteacher. He seeks feedback from the wider parental body through surveys and questionnaires at parents' evenings.

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.

3.1 Ensuring wellbeing, equality and inclusion

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

- The school's ethos successfully promotes wellbeing, equality and inclusion. Staff and children are consistently respectful and kind in their interactions with each other. Almost all children feel that staff help them to feel safe at school. Most feel that they have someone to talk to if they are upset or worried. Parents are comfortable to approach staff about their child's wellbeing or learning and are confident they will be supported to resolve any concerns. Staff support children's emotional wellbeing well and the school's positive ethos helps children to feel included and be ready to learn.
- Teachers deliver a coherent and progressive programme of health and wellbeing, using pathways effectively to ensure clear coverage of CfE experiences and outcomes. A range of programmes and resources, including those supporting emotional wellbeing, relationships and online safety, are used well to enhance learning. Children experience a wide range of learning activities that support their understanding of how they can keep safe and healthy. They experience a broad and progressive health and wellbeing curriculum. As a result, children understand and are confident in making safe and healthy choices.
- Children regularly assess their wellbeing through a range of methods, enabling staff to provide timely and targeted support. Most children are developing well their understanding of factors that impact on their own wellbeing. Children describe what it means to be safe, including how to keep safe when playing outside and online. Teachers use language linked to emotions which is symbolised and displayed. They use this to help children better understand their feelings and emotions. Daily input from the pupil support worker and well-matched interventions support children's positive wellbeing and readiness to learn. For example, children complete emotional check-ins at the start of the school day. As a next step, staff should support children to develop a clearer understanding of the wellbeing indicators to evaluate their own wellbeing more effectively.
- Staff have very high expectations of all children, who respond well to the encouragement and support they receive. These expectations are reflected well in the school values. Children speak confidently about the school values, the certificates awarded at assembly and understand why they are important. Children are proud to achieve success and celebrate the success of their peers. Children are at the early stages of developing their understanding of their rights and those of others. A few children talk about different rights with confidence. As a next step, the school should strengthen its focus on rights to further develop children's rights-based understanding.

- The headteacher and staff understand well their statutory duties. The headteacher has put in place robust systems to monitor attendance and identify, address and review children's additional support. All staff contribute to the safeguarding of children and are confident with their responsibilities in relation to child protection. This approach helps staff to respond effectively to children's health needs and ensure the safety and wellbeing of children.
- Staff understand most children's individual needs, including those of the most vulnerable learners. They meet these needs through a range of interventions to support progress in learning and wellbeing. A few staff work skilfully with identified children who require additional support with their learning. This enables children to be ready to learn and experience success. For children who require individual planning, staff identify learning and wellbeing targets. These do not always sufficiently identify clear evaluations or outcomes. To measure children's progress in learning and wellbeing more effectively, staff need to ensure individual learning targets are specific and measurable. This should enable staff to measure progress more accurately and better plan for next steps.
- Staff have audited the physical environment effectively using a range of tools. They have created increasingly inclusive and responsive learning spaces which meet the needs of almost all children. A few children access the nurture hub regularly to develop their emotional regulation, sensory needs and learning within a small group setting. The headteacher has appropriately prioritised strengthening classroom routines with a consistent approach now established. As a result, children across the school feel included and nurtured.
- Staff effectively support EAL families through translated communication and access to interpreters. Well-planned assessment, targeted support and peer buddying ensure children new to English make positive progress, settle quickly and engage confidently in school life. This is helping to make the curriculum and learning more accessible to children, particularly those who have limited communication skills.
- Focused interventions, such as the Promise Group led by the pupil support worker, provide well-coordinated support for care experienced children. This contributes to improved wellbeing, engagement and inclusion. The role of the pupil support worker is also supporting the school to develop more meaningful relationships with those parents who find it most challenging to engage with the school. The bespoke supports offered by the worker to families meet their needs very well helping them to engage and participate.
- Staff engage well with a range of partners including social work, educational psychology, active schools and local community groups to meet the learning and wellbeing needs of children. In addition, staff have strengthened nurture provision by engaging effectively with partners. The whole community are keen to make a difference to the children and families of the school. These partnerships are impacting positively on outcomes for children and families and are effectively addressing identified barriers to learning.
- Staff provide an inclusive daily 'grab and go' breakfast. This is a particular strength which helps to improve children's punctuality, reducing late-coming and fosters a strong sense of belonging within the school community. Staff also provide a-stocked school foodbank, ensuring families are supported with dignity and that no child experiences hardship, thereby removing barriers to learning and promoting equity across the community.

- Staff promote an understanding of diversity across the school community effectively through learning activities and a range of resources. As a result, children demonstrate a clear awareness of equality, respect and inclusion. Children engage in a wide range of experiences celebrating diversity, which effectively develop their understanding of identity, inclusion and respect. The recent “Taste of Scotland and Beyond” context for learning helped raise awareness and celebrating the diverse cultures of children who attend the school. Central Primary School is ‘one community with many features.’ As a result, children demonstrate increased confidence, awareness of different cultures, and a strong sense of belonging, recognising themselves and others within the school community.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- Across the school, attainment in literacy and numeracy is satisfactory. A majority of children across the school have achieved, or are on track to achieve, expected levels of attainment in literacy and numeracy. Staff should continue to work together to raise children's attainment in literacy and English, and numeracy and mathematics at all stages.
- A significant majority of children requiring additional support, including those new to English, impact significantly on the school's overall attainment data. Most children requiring additional support are making satisfactory progress towards their targets in learning.

Attainment in literacy and English

- A majority of children make good progress from prior levels of attainment in literacy and English.

Listening and talking

- Across all stages, most children work cooperatively and respectfully with each other. At early level, most children are keen to talk about their learning and share their ideas. A few children require to be supported to listen to others and respond appropriately. At first level, children take turns appropriately during class and group discussions. They should be supported to make notes under given headings to organise information. At second level, the majority of children listen well to instructions and are beginning to justify their opinions. They would benefit from further practise of building on the ideas of others and presenting to larger groups more often.

Reading

- At early level, a majority of children successfully use knowledge of sounds letters and patterns to read words. They retell familiar stories using small world toys and pictures. A minority are not yet confident blending sounds or reading simple words. At first level, a majority of children explain preferences for particular texts and authors. They read aloud adding expression and can show understanding. They are less confident identifying features of non-fiction texts and would benefit from further practise identifying and finding key information from texts. At second level, a majority of children read with fluency, understanding and expression using appropriate pace and tone. They skim and scan text successfully to read and understand texts. They should be supported to develop their understanding of techniques used to influence the reader.

Writing

- At early level, most children explore and use sounds, letters and words to help them write independently. A majority of children form letters correctly and attempt to use capital letters and full stops. Children should continue to practice formation of lower-case letters and writing a sentence independently. At first level, children have regular opportunities to write short and extended pieces of text. They need further practice to apply spelling and punctuation rules. At second level, a majority of children are motivated to write regularly for a range of purposes. They write increasingly detailed informative and persuasive texts. They are less confident in their understanding and use of figurative language and should be supported to use more ambitious vocabulary. Across the school, children need to regularly write in a range of genre throughout the year.

Attainment in numeracy and mathematics

- Overall, a majority of children are making good progress from their prior levels of attainment in numeracy and mathematics.

Number, money and measure

- A majority of children at early level recognise number names and numerals to at least 20. They use a range of strategies to add and subtract mentally to at least 10. They should be supported to develop their confidence in subtraction and sharing equally. Most children at first level understand place value to 1000 and solve addition problems with three-digit whole numbers. They confidently tell the time using half past, quarter past and quarter to, using analogue and digital 12-hour clocks. They require support to increase the accuracy of mental calculations. At second level, most children have a clear understanding of place value. At second level, a majority of children accurately identify equivalent fractions and express them in their simplest form. They are less confident making links between fractions, decimals and percentages. Across the school, children should be supported to regularly revisit previously taught concepts to support their recall and mental agility.

Shape, position and movement

- Most children at early level recognise, describe and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects according to various criteria, for example, straight, round, flat and curved. They can create symmetrical pictures with at least one line of symmetry. At first level most children use mathematical language accurately to describe the properties of a range of common 2D shapes and 3D objects including side, face, edge, vertex, base and angle. Most children working towards second level identify right, obtuse and acute angles. They are developing their use of protractors to draw angles accurately and can describe the properties of angles correctly. Across the school, children should be supported to develop their understanding of positional language and directions.

Information handling

- At early level, most children use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways. They create simple pictorial displays and sequences to share information. They now need to contribute to and interpret simple graphs and charts in familiar situations. At first level, most children select and use the most appropriate way to gather and display data for a given purpose. At second level, most children collect, organise and present accurately a range of data. They understand and use simple bar and line graphs. Children at first and second level interpret and draw conclusions from a variety of graphs and charts. Children across the school should be supported to

record, organise and interpret information from a variety of sources.

Attainment over time

- Attainment over time is variable for different cohorts of children. This is due, in part to the school roll being transient and data from previous years being unreliable. Overall, attainment is satisfactory and there is capacity for improvement. The headteacher has rightly established better processes to make more effective use of evidence and data to monitor children's attainment. This includes a recently introduced spreadsheet to allow staff to monitor and analyse progress over time in a more sophisticated manner. Staff now make effective use of baseline assessment information to track and monitor children's progress. Recently introduced strategies to accelerate progress have had a positive impact and early evidence demonstrates attainment in literacy and numeracy is improving. All staff should continue to work together to raise attainment across all areas of the curriculum and ensure improvements are sustained.
- Overall, attendance figures have improved in recent years. Currently, the school's attendance average is 91.3%. A minority of children have attendance below 90%. Staff follow local authority guidance and take effective action, where needed, to improve attendance. The headteacher regularly promotes the benefits of school attendance. The pupil support worker supports families to remove barriers and improve attendance. For example, the attendance of an identified group of children has increased significantly due to their attendance at an activity-based breakfast club. No children attend school on a part-time basis and there have been no exclusions in recent years.

Overall quality of learners' achievements

- Children's achievements are recognised in a variety of ways including on the 'proud walls' in classrooms, central displays and using an online platform. Staff link children's achievements to the school's vision and values at weekly assemblies. This includes children's achievements outside of school. Children speak positively about their achievements.
- The headteacher tracks children's achievements and participation in clubs and activities and takes appropriate action to ensure no child misses out. As a result, an increasing number of children participate in a range of school clubs and lunchtime activities. A few children have the opportunity to learn to play a musical instrument. As a result, children are developing their confidence and performance skills. Children are not currently confident recognising the skills they acquire through these activities. Staff should now discuss and track the skills children are gaining from their achievements and link these to skills for learning, life and work. This should help children to make links between their achievements, learning and progress.

Equity for all learners

- All staff understand well the social, economic and cultural factors that impact on the lives of children and their families. They are sensitive to the increasing financial pressure on children and their families. Staff are supporting families' wellbeing with discretion and sensitivity. A free breakfast club ensures all children have daily access to a healthy and positive start to the school day. They ensure the cost of the school day is minimised by providing targeted and universal supports. This enables all children to be included and ensures that no child is prevented from taking part in any learning opportunity.

- The headteacher uses PEF to provide universal support across the school. This includes a focus on building resilience and supporting children's wellbeing. Early evidence shows these approaches are helping identified children to be better prepared to engage with learning and close gaps caused by absence. The headteacher has established processes for identifying gaps in attainment and using demographic data to target resources and interventions to address progress in learning. Moving forward the headteacher and staff should have a stronger focus on accelerated progress in closing the poverty related attainment gap.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.