

Summarised inspection findings

Rosewell Primary School

Midlothian Council

3 February 2026

Key contextual information

Rosewell Primary School is a non-denominational school serving the village of Rosewell, Midlothian.

The headteacher has been in post for nine years. She is supported by two part-time principal teachers in leading and managing the school.

At the time of inspection, the school roll was 212 children arranged across nine classes. A minority of children across the school have additional support needs. In September 2024, almost all children lived in quintiles two and four, and a few children lived in quintiles one and five of the Scottish Index of Multiple Deprivation. In September 2024, 7% of children at P6 and P7 were registered for free school meals.

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 evidencebased 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	
■ Senior leaders provide highly effective leadership to the school community. They have a clear, strategic vision for school improvement and a well-informed rationale for change. Together, they are ambitious for all children to achieve success. They prioritise respectful and trusted relationships with children and families. Almost all stakeholders respect them as a senior leadership team. As a result, senior leaders have created a school where most children make good progress and attain very well within a nurturing, calm ethos. ■ Senior leaders and staff have developed effectively, with parents and children, shared high aspirations for all children. The school’s vision of ‘Learning Together for a Better Future’ is embedded within the life of the school. Children and staff demonstrate very well the school’s values of ‘Be Confident, Work Hard, Be Kind’ and the school rules of ‘Ready, Respectful, Safe’ in their actions and interactions with each other. Children talk confidently about how the vision and values support them in their learning and relationships. As a result, almost all children behave very well. ■ Almost all staff have a good understanding of the school’s socio-economic context. They know all children, their needs and their families well. The headteacher and staff have used Pupil Equity Funding (PEF) effectively to support children’s wellbeing and engagement, and to raise attainment. They should now target this funding more closely to increase the pace of closing the gap in children’s engagement and attainment that occurs as a result of economic disadvantage.	

- The headteacher surveys the views of parents regularly to identify very effectively areas for improvement. She discusses with the 'Parent Partnership' the progress of school improvements and how PEF is used. As a next step, senior leaders should ensure all stakeholders have a greater say in how PEF should be spent.
- Senior leaders have established a useful and appropriate quality assurance calendar which outlines activities to monitor the effectiveness of the work of the school. They implement these activities systematically across the year. Quality assurance activities include classroom observations, reviewing children's work and talking to groups of children. As a result, there is a consistency of high expectation among staff regarding standards.
- Staff work very well together, taking individual and collective responsibility for school improvement. Skilled learning assistants undertake regular training to deliver well-planned interventions which support children effectively. For example, their professional learning to support children with reading and writing is impacting positively on children's attainment. Most teachers lead and take forward aspects of school improvement. A minority volunteer their time to run lunchtime clubs. Teachers work collegiately in groups to develop aspects of the curriculum and pedagogy which link very effectively to the school improvement plan. They are enthusiastic about their leadership roles. They feel empowered to make a case for change and are supported by senior leaders to participate in professional enquiry and trial new approaches. Teachers use current educational research and thinking effectively to underpin all improvement work. Senior leaders encourage teachers to share their learning across the staff team and carry out small tests of change, adapting approaches to meet the needs of children. For example, teachers have developed a very effective approach to teaching reading. This approach is ensuring consistency of high quality teaching and learning experiences in reading across the school. As a result, children's confidence in discussing a range of texts has improved and attainment has increased.
- Senior leaders and staff have a clear understanding of the positive impact that new approaches are having on children. They regularly share their learning with colleagues from the local associated schools group and beyond to support developing practice outwith school.
- Children benefit from well-planned opportunities to work together in and out of class. They talk positively about school groups and committees and recognise the positive impact they have on improving the school. For example, children in the 'Rosewell Junior Parliament' gather children's views on the quality of numeracy and mathematics lessons across the school. Children successfully identify the range of skills they develop and how they use skills learned in class to help them carry out their given role. Staff have established a range of leadership roles and committees for children. For example, children in P1 to P7 take on leadership roles as part of the 'readership' steering group. Older children have opportunities to become members of the 'rights respecting' steering group, 'digital' steering group and 'junior parliament'. All children in P7 have a range of leadership opportunities. Children across the school organise and lead a range of interest-based clubs during breaks. These are well-attended by their peers. This is helping children to develop further their skills in leadership, collaboration and communication. Staff should now consider how to meaningfully provide all children at all stages with a wider range of leadership opportunities linked to school improvement.

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

- Senior leaders work very effectively with all staff to create a welcoming, nurturing and inclusive ethos where children feel supported and safe. This is underpinned effectively by the school's values. Staff know and care for children as individuals and as learners. As a result, relationships between adults and children are very positive. Almost all children are polite, well-mannered and demonstrate kindness and care towards their peers. Almost all children are very well-behaved and engage positively in their learning.
- All classrooms and learning spaces are attractive and inviting places to learn. In most classrooms, wall displays link well to children's learning and help support independence in learning. Staff use stimulating resources to support and engage learners. This includes an effective range of materials to support children's successful learning in numeracy and mathematics. Staff provide rich and interesting learning experiences for children that allow them to work as individuals, pairs and in groups. This allows children to share their learning very well and learn from each other. As a result, almost all children are engaged and motivated to learn.
- In almost all lessons, teachers support children very effectively to understand the skills for life they are developing. Older children are now identifying these independently with increasing confidence. In almost all lessons, the pace of learning is appropriate, and tasks are well matched to children's needs and levels of ability. In a few lessons, a few children disengage from learning when tasks are overly teacher led. A few teachers should continue to review the balance of teacher-directed and active learning experienced by children. This should support increased engagement in all children's learning.
- All teachers involve children very well in planning learning, using links across different subjects. Children choose the contexts for topics and co-design planned learning through use of 'big questions' which the whole class considers. Teachers also encourage children to follow their own individual interests through independent research. This ensures children experience more personalisation and choice and take increasing responsibility for their learning.
- Senior leaders and teachers have developed a helpful learning, teaching and assessment guide which provides clear expectations for high-quality learning and teaching and inclusive practices. All teachers help children to connect their learning by making explicit reference to prior learning. They share the purpose of learning and measures of success routinely. In a majority of lessons, children co-create effectively their measures of success. All teachers

provide clear instructions and explanations to children. This is helping children to understand better the relevance and purpose of their learning. All teachers use well-considered questions to check children's knowledge and understanding and ask questions to develop children's higher order thinking skills. This helps children to think deeply about what and how they learn.

- All teachers have a very clear understanding of the needs of children who require additional support with learning. They provide children with a choice of high quality 'challenge' tasks in most lessons. Teachers carefully consider challenge tasks to ensure these are well matched to children's needs. Staff have developed a range of strategies to support successful learning across the school. These include visual timetables, productive movement breaks and dedicated quiet areas in all classrooms and learning spaces. A few children use adapted resources and assistive technologies successfully to access and showcase their learning across the curriculum. Across the school, highly skilled learning assistants work closely with teachers to provide helpful assistance to individual children and groups. They increasingly use their own skills and interests to motivate children, for example in drumming and music. This is supporting children to remain on task, manage transitions and engage positively with learning experiences.
- All teachers make effective use of a variety of high-quality digital technologies to enhance and support learning. All children routinely use a wide range of programmes and software flexibly to meet their needs. They have choice in how and when to use digital technology. All teachers use interactive whiteboards very well as a teaching tool. Almost all older children show independence in creating presentations to showcase their learning. Across the school, all children regularly use devices to play games to enhance learning, research relevant topics and use programmable toys. For example, children in P6 use digital software to create and edit video advertisements linked to their research topics. Across all stages, all children are developing their digital skills progressively. Older children flourish as digital leaders and help the development of digital skills across the school. They are proud of receiving national accreditation for their work in this area.
- Staff work very well together to support and consolidate children's learning through play at the early stages. The planning of play is highly responsive to children's interests and provides very good opportunities for children to contribute their ideas, which they do very well. Staff make very effective use of learning spaces to provide a range of stimulating, high quality and relevant learning zones to develop children's creative and social skills. Almost all children interact very well with each other during play and demonstrate confidence in working independently and in groups. Teachers balance child-initiated, adult-initiated and adult-directed activities very effectively. They use regular observations of children during play with increasing confidence to assess progress and identify next steps in learning.
- Staff make effective use of the school's assessment framework to measure and assess the progress children are making. They use summative and standardised assessments well to measure children's progress. Senior leaders have rightly identified the need to further develop current assessment methods for listening and talking. All teachers use formative assessment strategies well in almost all lessons to check children's understanding. Teachers use assessment information effectively to inform planning and to help identify children's next steps in learning.

- In most classes, children have opportunities to self-assess their work. In a minority of classes, children peer-assess learning across the curriculum. As a result, most children have a good understanding of their progress and what they need to do to improve further. Staff have developed a helpful policy on teacher feedback. All teachers provide very effective verbal feedback, and most provide high quality written feedback to children about their work. This is helping children to understand what they have done well and their next steps in learning. Senior leaders should now work with teachers to ensure a consistent approach to providing feedback to children is embedded across the school.
- All teachers work well together to plan children's learning effectively over different timescales. They plan well for all curricular areas using the experiences and outcomes from Curriculum for Excellence (CfE). This includes how they will assess children's progress in learning. Teachers meet with senior leaders at regular intervals in the year to discuss their plans. This supports teachers to ensure planned learning is relevant and challenging across all curricular areas. Senior leaders work with teachers very well to track the experiences and outcomes being taught at each stage. As a result, children experience appropriate breadth in their learning experiences.
- Teachers collaborate well with each other and take part in moderation activities, formally and informally, within the school. They also moderate standards of children's writing with colleagues from the associated schools group. As a result, teachers professional judgements relating to national standards of attainment are accurate and robust. Senior leaders should now work with teachers to widen the scope of moderation activities across all aspects of the curriculum.
- Staff track and monitor the progress of individual learners in literacy, numeracy and wellbeing. Senior leaders and staff meet termly to discuss children's progress and identify appropriate and timely interventions to support children who are not on track to achieve. They review interventions regularly to ensure they positively impact on children's outcomes. They recognise the importance of now extending their tracking system to include all areas of the curriculum.

2.2 Curriculum: Learning pathways

- Staff use progressive pathways, which take account of the experiences and outcomes of CfE and national Benchmarks, to plan very effectively for children's learning. They collaborate regularly on planning to ensure there are a range of shared experiences that build very well on prior learning. Teachers involve children very well to identify 'big questions' to focus on what they want to learn. They group experiences and outcomes across a few areas of the curriculum based on these questions. This ensures children experience very effective personalisation, progression, breadth and depth in their learning.
- Staff have recently developed a progressive skills framework for outdoor learning. This is helping to ensure all children experience high quality outdoor learning experiences in a range of outdoor environments. Parent volunteers support the delivery of outdoor learning which enhances further children's learning experiences.
- Children across the school learn about Christianity and other world religions, predominantly relating to celebrations and festivals. Children benefit from the school's effective partnership with a local church. As planned, senior leaders should develop further teachers' confidence in using the progressive learning pathway for religious and moral education to ensure children develop a wider understanding of world religions.
- Children across the school learn French progressively as part of the Scottish Government's '1 + 2' modern language programme. Children in P5 to P7 learn German. Children enjoy language learning and are confident and eager to greet visitors and share their learning in these languages.
- Staff, children and parents work effectively to promote a highly positive culture of reading across the school. The school library is a well-resourced and attractive space. As a result, children are developing their reading skills and enjoyment of reading very well. Children are proud of achieving national accreditation in reading.
- All children benefit from high quality physical education (PE) lessons. Children in P5 to P7 work with sports coaches at various points in the year. Children in P4 take part in a 12 week block of swimming lessons annually. Senior leaders should now ensure children receive their entitlement to two hours of high quality PE each week.
- Staff have developed strong links with a range of partners to further enhance the curriculum. For example, children develop skills through partnership working in art, drama and dance. This supports children effectively to develop skills for learning, life and work.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are highly positive about the school. Almost all report their child likes being at school and is treated fairly and with respect by staff. Parents feel welcome in the school and enjoy regular opportunities to work alongside their children through shared learning experiences, for example drama workshops. Parent volunteers add value to children's experiences through supporting targeted groups in numeracy and reading and with outdoor learning. Most parents report they feel informed about their child's learning and are confident in supporting learning at home. They feel staff are approachable and that they can discuss all aspects of their child's social, emotional and learning needs with staff.
- Parents value the regular communication they receive about their child's learning, school events and activities through 'Friday Feedback' newsletters and online platforms.
- Senior leaders gather parents' views on a regular basis, including seeking feedback on new or refreshed school policies. They share information about the school improvement priorities with the Parent Partnership. The Parent Partnership works closely with staff and are very supportive of school improvement, events and fundraising. Parent fundraising activities supports online subscriptions and school trips. Most parents say they feel informed about the work of the Parent Partnership.

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, young people. 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 built very caring and trusting relationships with children. They use a range of approaches very effectively to ensure that children feel safe and supported. For example, they make good use of daily check-ins and 'brain breaks' to help children regulate their emotions in class. Almost all children identify a staff member with whom they can share their worries and concerns. All children at P7 are trained as peer mediators. They support younger children very effectively to deal positively with disagreements. Most children are aware of and are sensitive to the needs of others. They show care and respect for one another in positive classroom and playground interactions. The nurturing relationships between children and adults are helping almost all children to engage well in learning. Almost all children behave very well and respond positively to the warm and sensitive interactions from staff. Most children and almost all parents report that children feel safe in school and are treated with respect by staff and other children.
- Staff assess the emotional wellbeing of all children regularly. This helps them to identify very effectively those needing extra support. They have undertaken professional learning in, for example, neuro-diverse and trauma-informed approaches, to help provide well-informed universal support and interventions for children. Staff provide children with daily opportunities to share their emotions. All staff help children use a range of well-considered strategies to help manage their emotions. In addition, staff deliver very effective anxiety intervention programmes designed to meet the specific wellbeing needs of individuals. Children speak enthusiastically about the 'rainbow room' that they can opt into if they feel overwhelmed by the playground or class. They make very good use of 'calm down zones' and movement break areas throughout the school to help regulate their emotions when required. As a result, children's social and emotional needs are met very well, and all children are supported very effectively to learn with their peers. Staff's tracking and reviewing of children's progress demonstrates well the positive impact this support has on individual children's readiness to learn.
- All staff undertake annual training and are aware of their statutory duties relating to child protection. They carry these out very effectively. Staff implement a staged intervention process, following local authority guidance, to determine when extra support is required for individual children. Staff make very good use of a wide range of targeted and effective interventions when required. For example, children receive effective support in phonics, reading, writing, numeracy and how to deal with anxiety. Support for learning staff provide very effective support to groups and individuals across the school. A few teachers provide well

informed professional learning to staff on topics such as dyslexia, inclusive learning environments and neuro-diversity. As a result, children with barriers to learning are supported very well and make good progress in learning.

- Senior leaders and support for learning staff have a detailed overview of the support needs, planning and strategies for children who require support with learning. They meet teachers regularly to review interventions provided for children. Staff record planning, support and progress for children very effectively. Partners and parents are included in meetings to review children's progress and planning. This ensures a partnership approach and allows strategies to be shared between home and school. Senior leaders and support for learning staff rightly recognise the need to ensure that all targets that are set for individual children are specific and measurable. This should support staff better to measure more clearly the progress that children make.
- Staff are responsive to the changing needs of a few children who require tailored support. They work very well with a range of partners to support the assessment of children with an identified need. For example, they work very effectively with occupational therapy and educational psychology professionals. This is helping staff and partners to provide specific support to help individuals make good progress and address their barriers to learning
- There are well-established transition programmes in place which support children well as they move into P1 and on to secondary school. These programmes are reviewed annually to ensure that they continue to meet the needs of all children at points of transition. Children engage in weekly school activities during their final term in nursery which helps them to transition successfully to school. The headteacher links well with the associated secondary school to support children as they move from P7 to S1. Where appropriate, children who need extra support benefit from a very effective enhanced transition programme. They have opportunities to visit the secondary school for a range of events. Children are given opportunities to develop positive relationships with secondary school staff. This helps to build children's confidence when transitioning to secondary school.
- Children learn about diversity and difference in their 'Gather Round' assemblies and during class learning. They have a growing understanding of neurodivergent learners and disability. They are learning that everyone is unique, special and equal, and may need varying amounts of support to access what they need to succeed. The school library includes some books which explore a few of these topics, however this selection should be extended further. Children would benefit from increased opportunities to understand, promote and celebrate all aspects of diversity. This has the potential to help them to have a greater awareness of their place in the world as global citizens. A next step is to help them to develop further their skills and understanding to tackle discrimination and intolerance.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Across the school, a few children exceed national expectations in literacy and English and numeracy and mathematics.
- Most children who require additional support with learning are making good progress towards their individual targets.

Attainment in literacy and English

- Overall children's progress in literacy and English is good.

Listening and talking

- At early level, most children understand and respond to stories they know and like. They follow simple instructions well and respond to questions with enthusiasm. They are building confidence in talking about personal experiences. At first level, most children contribute ideas during discussions. They respond appropriately to others by nodding, agreeing or asking questions. They are not yet confident in building on the ideas of others. At second level, most children are articulate and offer their opinions confidently and respectfully. They offer facts and opinions with appropriate explanation and participate very well in group discussions. They would benefit from further opportunities to present ideas and information to a wider range of audiences.

Reading

- At early level, most children use their knowledge of sounds, letters and patterns to read simple words and use picture cues to understand text. At first level, most children talk confidently about the front cover, authors, illustrators and describe the purpose of a blurb. They read aloud with confidence, using known strategies to tackle any challenging or unfamiliar words. They need support to develop a greater understanding of the difference between fact and opinion. At second level, most children read with fluency and expression. They predict and summarise passages and answer inferential questions about texts accurately. They would benefit from developing further their skills of analysing author's craft and intent to influence the reader.

Writing

- At early level, most children write simple sentences using finger spaces, capital letters and full stops. They write for a range of purposes, have detailed drawings and are developing well their skills in letter formation. They enjoy using techniques such as onomatopoeia to capture the reader's interest. A few children write several sentences independently. At first level, the majority of children convey information, describe events and combine ideas successfully. They use punctuation, paragraphs and varied sentence lengths well to create short texts. They should now have more opportunities to create extended pieces of writing. At second level, most children make appropriate choices about layout and use the tools for writing to help create their texts. They would benefit from developing further their understanding of key features of specific genre including the use of emotive and figurative language to engage, persuade or influence the reader.

Numeracy and mathematics

- Overall, children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, almost all children recall the number sequence forwards within 0 - 30, from any given number. They are not yet confident identifying all coins to £2. At first level, most children round whole numbers to the nearest 10 and 100 and use this routinely to estimate and check the reasonableness of a solution. They are not confident using the correct notation for common fractions. They need more practice in discussing the role of the numerator and denominator. At second level, most children multiply whole numbers by two-digit numbers. They are not yet confident in carrying out money calculations involving the four operations.

Shape, position and movement

- At early level, almost all children 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 are not yet confident with the language of left and right. At first level, most children know that a right angle is 90° and find right angles in the environment and in well-known 2D shapes. They are less confident in identifying 3D objects and describing their properties. At second level, most children use mathematical language correctly including acute, obtuse, straight, and reflex to describe and classify a range of angles identified within shapes in the environment. They are not yet confident in describing the properties of a circle.

Information handling

- At early level, almost all children contribute well to displaying information using concrete or pictorial graphs. At first level, most children ask and answer questions to extract key information from charts, diagrams, bar graphs and tables. At second level, most children use the language of probability accurately to describe the likelihood of simple events occurring. Across the school, children would benefit from increased opportunities to display data appropriately making effective use of technology.

Attainment over time

- Senior leaders and teachers gather and track a range of attainment information in literacy, numeracy and wellbeing for individual children. They analyse this information effectively to determine individual progress. They also analyse this information to determine the progress

that children make at the end of early, first and second levels. This information highlights fluctuations in children's attainment over time. Senior leaders should now also track the attainment of cohorts and groups of children. This next step would enable them to have a more robust approach to analysing attainment and identify trends in children's progress over time more accurately. Senior leaders should further ensure that all interventions are targeted appropriately. This has the potential to help staff to continue to raise attainment and improve further outcomes for all children.

- Over time, children's attendance is in line with the national average. Across all stages, a minority of children have an absence of 10% or more. Senior leaders follow local authority processes to monitor children's attendance effectively. They are proactive in understanding and addressing the reasons behind children's individual absences. These reasons are mainly due to family holidays during term time, anxiety or personal circumstances. Senior leaders work with families and partners well to improve attendance rates for targeted children. As a result of these interventions, the attendance of the majority of identified children has improved. A few children attend school on a part-time basis. The headteacher reviews these arrangements regularly to ensure they are appropriate. Staff, parents and partners should continue to work well together to extend children's time in school, and to allow children to engage in and build on a positive school experience. As a next step, senior leaders should share further information on the importance of good attendance and time keeping with families. There is a continued need for staff to support all children to attend school and make the best possible progress in their learning.

Overall quality of learners' achievements

- Children are proud to share their achievements in and out of school. Staff celebrate these with children at 'Gather Round' assemblies, through school displays, the 'Feedback Friday' newsletter and digital platforms. Children across the school develop leadership and citizenships skills well through involvement in a range of pupil groups. Children across the school are members of the glee club. This is helping children to develop their confidence as they take part in singing performances. A few P7 children are developing effectively their organisational skills by arranging and running a range of lunch time clubs.
- Throughout the school, children value when staff recognise their in-school achievements. Staff award house points, certificates and recognition awards to help children to recognise where they been successful learners, responsible citizens, effective contributors and confident individuals. These celebrations are an effective incentive to children and provide them with a sense of pride and accomplishment.
- As a next step, senior leaders have recognised the need to track children's wider achievements to ensure that no children are at risk of missing out. As planned, senior leaders should support staff to develop children's understanding of the meta-skills they are developing through their wider achievements and why these skills are important for learning, life and work.

Equity for all learners

- Senior leaders and staff have a strong awareness of the socio-economic background of children and their families. They know the children and their families very well. Staff have taken action to reduce the cost of the school day effectively. They have established a well-

used uniform and clothing bank, which is situated at the local community centre. Staff offset the cost of school trips for families, including the P7 residential visits, and provide breakfast at school for any children needing it. Staff are proactive in working with partners to secure funding to support initiatives and families. This helps ensure family circumstances are not a barrier to children's full participation in the life and work of the school.

- The headteacher uses PEF to fund helpful supports for children experiencing anxiety, as well as a range of other universal academic and wellbeing supports. Staff should now ensure that PEF is used and evaluated in a more targeted way. Staff should develop robust ways to demonstrate more effectively how well additional supports and interventions are reducing the 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.