

Summarised inspection findings

Colinsburgh Primary School

Fife Council

28 April 2026

Key contextual information

Colinsburgh Primary School is a non-denominational school set in the East Neuk village of Colinsburgh. At the time of inspection, the school had a roll of 30 children organised across two multi-composite classes. The headteacher has been in post since August 2023 and is also headteacher for two other schools in Fife. They are supported by a principal teacher who has also been in post since August 2023. The principal teacher also supports all three schools.

Currently, most children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 5 and above. Approximately 23% of children are registered for free school meals. 50% of children have an additional support need and no children have English as an additional language.

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 effective headteacher works closely with staff to build a positive, nurturing ethos where children feel respected and included. Staff contribute actively to this culture and take shared responsibility for creating a strong sense of community and belonging. The headteacher responds promptly and thoughtfully to the needs of children and families and has established a team who work collaboratively and support each other and the children very well. The school engages positively with the local community, reflecting its inclusive values in daily practice. Staff gather parents' and children's views regularly and use this feedback effectively to shape improvement. As a result, the school community plays an active role in developing the shared vision and inclusive approaches. This collective effort is strengthening the school's capacity for continuous improvement and contributing to better outcomes for all children.
- Senior leaders, staff, children and families recently reviewed the school vision. The new shared vision 'Everybody Matters, Every Step Counts, Aiming High Together, Learning Every Day' is understood well across the community. This vision is underpinned by the values of honesty, kindness, respect and responsibility. The values are evident in daily interactions between children and staff. Children make regular use of the language of the school's values and speak positively about the ways these values influence their learning and relationships. This shared understanding contributes to creating learning environments that are generally calm, respectful and supportive. Senior leaders lead regular assemblies where they highlight and celebrate examples of children demonstrating the school values. Children appreciate the recognition they get for displaying positive behaviour and attitudes.
- The headteacher provides strong and visible leadership with a clear understanding of the school's strengths and improvement needs. Current improvement priorities are based on

effective self-evaluation and reflect the school's context. Senior leaders support staff in evaluating progress against the improvement plan. Staff identify strengths and areas needing improved, helping to shape the next steps. This work is helping to raise children's attainment and achievement. For example, staff now use planning, tracking and assessment more effectively, which is improving children's progression in literacy and numeracy. Their consistent, inclusive practice is strengthening children's readiness to learn and improving their behaviour and engagement. Senior leaders also gather children's and parents' views regularly through surveys and focus groups. This feedback influences school improvement for example improving their inclusive approaches and also helped shape the refreshed school vision. As a result, the school community is developing a clearer shared understanding of strengths and priorities for improvement and working effectively together to achieve these.

- Senior leaders provide strong strategic leadership in identifying and addressing children's barriers to learning. They have established effective systems for analysing need and tracking progress. They work closely with staff to ensure these approaches are applied consistently. As a result children receive timely, well-targeted support, which is improving their progress from prior levels of learning.
- Senior leaders support staff to undertake leadership roles. Teachers are enthusiastic and motivated by the professional learning opportunities they are encouraged to undertake. This includes work with cluster schools to support moderation using the national Benchmarks. Staff actively look inwards to their colleagues, and are beginning to look outwards to other schools, to improve practice. Teachers also engage with research and professional reading to improve their practice. Their research on inclusive practice has had a positive impact in the classroom and improved learning and teaching approaches. Teachers should now ensure rigorous monitoring and evaluation of the impact of their professional learning on outcomes for children.
- All children take part in sports and wellbeing or eco committees, and they all contribute actively to the Colinsburgh Committee. The Colinsburgh Committee lead aspects of children's rights and influence other decisions that shape daily school life. Older children take on leadership roles as Junior Leaders and Peer Mediators. They promote positive behaviour, lead games and support restorative conversations. They have also worked with staff and peers to create lunch hall and playground charters that strengthen relationships across the school. Staff and partners support these roles well and help children reflect on their impact. As a result, children are beginning to show greater responsibility, improved confidence and a stronger sense of ownership over their school community. Children are well placed to deepen their leadership skills through ongoing work on meta-skills. This will help them recognise themselves as leaders of change and speak more confidently about the skills they are developing.
- Senior leaders and staff have established effective and purposeful partnerships with a wide range of organisations. An example is their collaborative work with the Waid Cluster in supporting children's transition to secondary school. As a result, children approach this next step in their learning journey with increased confidence having had opportunities to build positive relationships with new peers and teachers.
- Staff know children and families well and use Pupil Equity Funding (PEF) effectively to provide targeted support through additional staffing. This support is having a positive impact on children's wellbeing, learning, confidence and overall achievement. Staff evaluate interventions regularly and involve parents in discussions about how PEF is used and the

difference it is making for children affected by the poverty-related attainment gap. As planned, staff should now strengthen their approaches by involving children and parents more fully in PEF consultation through a participatory budgeting model.

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 enjoy learning in a warm and caring culture. Staff know the children and their families very well. They understand any challenges families may face. There are positive relationships across the school, between children and adults, among children and their classmates and with the wider community. Staff are considered friendly and approachable by parents and children. Almost all children behave well and are respectful and polite to staff and visitors. Any child who needs help with their emotional wellbeing can take a moment in a quiet space and is very well supported by teachers and support staff.
- Most children are eager to learn and engage well in lessons and activities. A few children need support to interact appropriately, take turns and listen to others during class and group discussions. Staff are continuing to develop approaches to ensure learners experiences meet the needs of all children in the multi-stage classes. They should work together to agree shared high expectations, and ensure all children experience sufficient challenge in their learning across the curriculum. School leaders should work with the team to review approaches to ensure learning is planned at the right difficulty for children. This should include a focus on ensuring children understand their own individual targets, next steps in learning and how to improve their work.
- In most lessons, children understand the purpose of their learning and complete tasks to a good standard. They are well supported in this by teachers and support staff. They have opportunities to influence the direction of learning within topic work that links different areas across the curriculum topics. For example, following an introduction to a new topic exploring 'Forces', children in the older class identified areas for further exploration to develop their knowledge and understanding.
- Teachers make effective use of digital screens and tools in introducing lessons and activities. Children in the upper stages have their own tablets as part of the newly implemented local authority digital strategy. They are developing skills well in using these tablets. This includes in recording and capturing their learning, for example during science activities. They are learning to use the internet safely when researching topics in class. Staff should continue to ensure all children develop a wide range of digital skills and knowledge as they move through the school.
- Staff are at the early stages of providing a range of learning through play for children in younger stages of the school. The children experience regular opportunities for play based learning, often through free play in between lessons. They access a range of toys and equipment independently. A few children need support to persevere and engage with the

activities on offer. Teachers should use national guidance, and advice from the local authority, to further develop their understanding of the relevance of play.

- Staff make effective use of the Victorian school building. The village hall next door is used for physical education as well as regular events and gatherings. Children access a well-resourced library situated in a central place in the school. They have access to a range of fiction and non-fiction texts in their classrooms. Children may take books home to read. As a result, children are developing a love of reading and enjoy reading together in a weekly 'Reading Buddies' time.
- Teachers often teach whole class lessons, following the 'Colinsburgh five stage lesson' structure. At times the pace of learning is too slow, and learners become disengaged or passive. Moving forward, staff should make use of more responsive teaching approaches to increase pace, sustain engagement and deepen learning.
- In most lessons, explanations and instructions are clear. All teachers share what is to be learned and children know what is required to be successful in whole class lessons. Staff use questioning well in lesson recaps, to check understanding and in helpful plenaries. As they work together to improve differentiation, they should develop further questioning skills. This should help to promote greater curiosity, independence and higher order thinking for all children as they move through the school. Staff use praise well during lessons and activities. Moving forward, to support improvement in learning and progress, children would benefit from feedback on individual targets and next steps.
- Teachers use a range of assessment tools across the year to measure children's progress in literacy and numeracy. This includes standardised tests in reading, writing and spelling. They make use of local authority assessment guidance when assessing children's literacy and numeracy. This, along with moderation with partner schools, is supporting agreed standards of expectation in children's work. Staff have worked effectively with cluster colleagues to moderate children's progress in writing and PE. Moving forward staff should develop manageable approaches to assessing and tracking children's progress across the curriculum.
- The staff team plans effectively together to consider learning across the school year. This includes developing an overview plan for the year which highlights topics to develop and events and festivals that arise. Teachers use medium term overviews which record coverage of experiences and outcomes.
- School leaders and teachers know children's needs and challenges very well. Teachers use 'Records of Understanding' to record children's progress in literacy and numeracy. The headteacher and the staff team, including support for learning staff, discuss the progress of individual children regularly. This enables them to plan interventions and support effectively for any individual who may need extra help or who has gaps in their learning.
- The support staff collaborate very effectively with class teachers to strengthen learning experiences within the classroom. They support the wellbeing of children and assist in delivering focused interventions in literacy and numeracy. These targeted approaches enable children to make clear progress, build confidence in their learning, and develop essential skills for success.

2.2 Curriculum: Learning pathways

- Staff are continuing to adapt and develop the curriculum to meet the needs and interests of children across the school. They make use of local authority progression pathways to plan learning across all curriculum areas. Staff should continue to evaluate their approaches to ensure the use of the pathways are appropriate for this unique environment and support children's progress.
- Children learn French across all stages, and those from P5 onwards also learn Spanish. Staff follow a clear and progressive programme that helps children build effectively on their prior learning in both languages. All children also learn Sign-Along, which strengthens inclusive communication across the school. Children receive two hours of high-quality physical education each week, delivered through well-planned, progressive learning pathways that support them to develop their skills over time.
- Staff make very effective use of the school grounds and local area to provide high-quality outdoor learning experiences that build children's skills progressively over time. Children also take part in two well-planned residential experiences during their time at primary school, including the P7 Waid Cluster residential, which strengthens their confidence and helps them form positive relationships with peers from across the cluster. Teachers plan class trips that link meaningfully to learning, ensuring children apply and extend their skills in real-life contexts. Strong partnerships with local organisations further enrich the curriculum. For example, recent STEM learning was enhanced through support from a local aeronautical expert, giving children valuable insight into science and engineering.
- The multi-stage class composition requires staff to plan learning across the curriculum and in learning which links different curricular areas carefully. They agree topics for the year to support this aspect of the children's learning. Within these topics, staff respond to children's ideas when agreeing key questions and themes for exploration. Staff plan a range of interesting and engaging activities. However, this approach does not yet support children to make sufficient progress in knowledge and skills in learning which uses links across different subjects. Senior leaders and staff should develop clearer progression pathways that make effective use of links across subjects and avoid unnecessary repetition. This approach should enable children to better acquire a broad range of skills and knowledge building on prior learning. Staff should work together to ensure learning across the curriculum is more relevant to the local area, children's lives, Scotland and the world beyond.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents express confidence in the school's work and appreciate the care and support staff provide for their children. They describe the school as a well-established and valued part of the local community. Parents report that staff treat children fairly and with respect, which helps build positive relationships between home and school. Families appreciate the wide range of opportunities for wider achievement, along with the variety of clubs that encourage children to take part in different sports, community events and activities.
- Parents value the regular communication shared by the headteacher and staff through emails, newsletters and online digital platforms. A few parents would like clearer information to help them better understand how their children's learning is assessed and how well their children are progressing.
- The Parent Council supports the school well with fundraising for activities, resources and subsidising outings. They actively support community events such as the Christmas and Summer Fayre. This is enhancing the school's engagement with the local community. The Parent Council actively participate in consultations on school improvement and PEF. They value the regular updates they receive from the headteacher on the improvement work of the school.

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 place children's wellbeing at the centre of daily practice, creating a nurturing culture and strong, positive relationships across the school. All staff model respectful and compassionate interactions, helping almost all children feel valued, listened to and safe. Most children can identify a trusted adult if they have worries or concerns. Staff use the '5 Ways to Wellbeing' with the school's values to give children practical tools to understand their needs. As a result, children reflect confidently on their emotional health and discuss their experiences with peers and adults. It is evident that children are developing greater resilience and confidence, which is improving their overall wellbeing.
- Senior leaders prioritise effective support to improve children's behaviour, confidence, wellbeing and motivation to learn. Staff take part in meaningful professional learning that strengthens their understanding of behaviour, resilience and the factors that influence children's readiness to learn. Teachers apply an agreed framework effectively to identify barriers and adapt routines and learning environments in response. As a result, children participate with greater confidence and regulate their behaviour more successfully. Staff support them well by using strategies such as adjusting the physical and social environment, establishing clear and consistent routines and promoting motivation to sustain engagement.
- Staff share a strong and consistent understanding of how wellbeing impacts learning and achievement. They know each child well and provide sensitive, targeted support when needed. The purposeful use of calm spaces, movement tools and additional adult support helps create a more settled and focused learning environment. As a result, most children now show positive behaviour, and there has been a marked reduction in dysregulated behaviour across the school.
- Staff support all children well to engage in regular wellbeing assessments that help them reflect on their experiences and understand their own needs. Children talk confidently about their strengths and areas for support and know that staff listen and act quickly to help them. Senior leaders and teachers analyse this information rigorously to track progress and identify where targeted interventions are needed, ensuring concerns are addressed promptly. For example, a few children have received targeted wellbeing support through play therapy and time-to-talk approaches. These children now engage more successfully in class, leading to improved learning and progress. Teachers also use their professional judgement to plan targeted universal supports that meet individual and group needs. As a result, children experience a wide range of effective in-class supports, including class discussions, one-to-one conversations and small-group sessions that build resilience and emotional literacy.

- Teachers integrate wellbeing purposefully into learning, ensuring children regularly engage in activities that deepen their understanding of emotions, relationships and personal resilience. Staff embed wellbeing as a planned, progressive feature of classroom practice. This consistent approach results in children experiencing a rich learning environment where they confidently explore their feelings and develop strategies to manage challenges. This is improving their social, emotional and mental wellbeing.
- Staff work with children to create class charters that reflect the school's strong commitment to children's rights. These are used daily and help set high expectations for positive relationships and behaviour. Regular assemblies and the pupil-led United Nations Convention on the Rights of the Child (UNCRC) group strengthen the school's rights-respecting culture. This group encourages peers to consider fairness, respect and responsibility in their actions. Staff help children very well to link their rights with school values, wellbeing and equality. Children demonstrate a strong understanding of this through their supportive interactions and inclusive group work. They demonstrate a strong sense of belonging and feel respected and valued by staff. This is improving their relationships and ability to be effective contributors to the life of the school.
- Teachers and support staff work in close partnership with external specialists, including educational psychologists and family support workers, to provide well-considered support for children with identified wellbeing needs. These collaborative relationships are strong and contribute positively to improving wellbeing outcomes for children. As a result, children receive timely, tailored support that helps them feel safe, included and ready to learn. Children understand well the strategies that help them to be effective learners and implement these with growing confidence and independence.
- Senior leaders and support staff operate a clear and well-structured staged intervention model that ensures children receive timely and appropriate support. Staff collaborate effectively with partners to secure specialist input where needed, improving outcomes for identified children. They keep an up-to-date overview of all children requiring additional help and coordinate targeted interventions accordingly. Children with more complex needs benefit from clear, measurable plans that are reviewed regularly with staff, parents and partner agencies. Children contribute to these reviews and help set their own targets, ensuring support remains closely matched to their needs. As a result, almost all children receiving additional support make good progress towards their individual goals.
- Almost all children say the school supports them well to develop healthy lifestyle habits through a wide range of physical activity opportunities. They speak confidently about how regular exercise improves their physical wellbeing. Children show enthusiasm for sports, dance, bikeability and gymnastics, and recognise the benefits on their fitness and mental health. Staff encourage participation beyond class, offering clubs such as running and basketball. Many children represent the school in local events, including running and football, and join neighbouring schools to form combined teams. These experiences broaden social networks and support transitions, as children develop positive relationships with peers they will meet at secondary school. As a result, children show a strong understanding of how being active supports their health and overall wellbeing, as well as improving resilience and collaboration skills.
- Senior leaders and staff show a strong understanding of their statutory duties in safeguarding, child protection and health and safety. All staff access professional learning to improve

practice and support inclusive approaches, which strengthens their understanding of children's needs. Staff apply this learning confidently across the school, creating a shared ethos that promotes equity and inclusion. As a result, children benefit from a safe, nurturing and inclusive learning environment, which supports their wellbeing and enables them to engage effectively in their learning.

- Senior leaders follow local and national guidance to record and manage bullying concerns effectively. Almost all children feel confident staff act quickly and fairly when concerns arise, and most parents believe bullying is managed well. Staff reinforce anti-bullying messages through health and wellbeing lessons, partnership work and weekly assemblies. Older children train as peer mediators and support younger pupils to resolve issues using a solution-focused approach. These approaches promote respectful relationships and ensure children feel well supported to report and resolve concerns promptly.
- Senior leaders and staff provide meaningful opportunities for children to celebrate their individuality and shared values. Events such as Pride Awareness Day, Odd Socks Day and community inclusion activities help families feel welcomed and included. Across the school, children access books and play resources that reflect their community and the wider world. Assemblies focused on anti-racism, dyslexia and neurodiversity deepen children's understanding, empathy and respect for differences. As children explore the UNCRC, they strengthen their understanding of equity and equality. As a result, children demonstrate increasing confidence in discussing diversity, show greater respect for others and contribute to a more inclusive, supportive school culture.

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

- At the time of the inspection the school roll of 30 comprised of small cohorts of children at each stage. Therefore, attainment and progress is expressed in overall statements rather than for specific year groups. Across the school most children are on track to attain national standards in literacy and English and numeracy and mathematics. Children who require additional support are making good progress from their prior stages of learning. A few children exceed national expectations.

Attainment in literacy and English

- Overall, most children are making good progress from prior levels of attainment in literacy and English.

Listening and talking

- Most children start school with a well-developed vocabulary. They are articulate, confident to participate and express their ideas clearly in discussions. They enjoy sharing personal experiences. Younger children engage well with texts and images, listen carefully and show understanding through detailed answers. As they move through the school, children develop effective discussion skills. Most contribute appropriately, and a few build on others' ideas by offering supporting or alternative viewpoints. Most children show respect for classmates' views. A few children need support to take turns and contribute appropriately during discussion, to ensure all voices are heard.

Reading

- Most children across the younger class are developing reading skills well. The youngest children use their growing knowledge of sounds and letters to read words accurately. As they progress, most children working towards first level, read aloud fluently and with expression. Children in the older class interrogate texts well. Most find and select information they require from a range of sources and texts. They respond accurately to a range of literal and inferential questions. Children across the school select books regularly for reading for enjoyment. They express well their preferences of genres but are less confident to identify favourite authors or discuss a writer's style.

Writing

- Most younger children spell common words accurately and write simple sentences with increasing independence. They apply capital letters and full stops consistently. Children working closer to first level need to develop confidence writing longer texts. Most older children write clearly to describe and recall events, including recent class experiences. They express

thoughts and feelings effectively and use language to persuade and influence the reader. Across the school, children need to write more regularly for a wider range of purposes. They would benefit from applying writing skills in meaningful, real-life contexts across the curriculum. The majority of children present their writing neatly. A few children at all stages require support to improve pencil grip, letter formation and handwriting presentation.

Attainment in numeracy and mathematics

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

Number, money and measure

- Most children in the younger classes count confidently to 20 and beyond. They add and subtract small numbers accurately and use practical resources to show what they know about numbers. In the older classes, children round whole numbers to the nearest 100 and beyond with accuracy. They use a variety of strategies to solve mathematical problems related to real-life situations. Older children now need to develop further confidence in their timetables knowledge and understanding of division. This will help them further explore fractions, decimals and percentages.

Shape, position and movement

- In the younger classes children accurately use the language of position and direction to follow instructions through play experiences and games. They confidently name simple two-dimensional shapes. Children are less confident naming the properties of a right angle and identifying right angles in the environment. In the older classes, children use mathematical language with increasing confidence to classify a range of angles identified within shapes and the environment. They describe two-dimensional shapes and three-dimensional objects using appropriate mathematical vocabulary and have a good understanding of simple angles.

Information handling

- Children in the younger classes use tally marks to gather information and use this data confidently to create simple graphs, such as pictographs. Older children analyse a variety of simple data and display it accurately in a variety of tables and graphs. Across all stages children should continue developing their information handling skills through the use of digital technology to record, interpret and display information.

Attainment over time

- Most individual children make good progress as they move through the school. Teachers track children's progress in literacy and numeracy across the year, and year on year. Senior leaders and teachers monitor and discuss children's attainment at regular planning, tracking and assessment meetings. Teachers use data gathered to analyse and consider the progress of each individual, including any child whose family may face socio-economic or other challenges. Staff carefully plan learning and targeted interventions to ensure children with gaps in their learning receive appropriate support. Moving forward senior leaders should look at cohorts of children to identify any patterns and trends. This should support them to plan interventions more effectively to meet children's needs.
- Over the last few years, the school's attendance has been in line with the local and national average. Attendance currently sits at 94% and has increased over recent years. Overall attendance is impacted by families taking holidays during term time. The headteacher monitors attendance in line with local authority guidance. She regularly communicates with

parents about the impact of attendance on children's learning and works closely with any family who may require support. This includes seeking support from local authority services and outreach teams. When children require part-time timetables or are on split placements, staff work successfully with parents and partners to maintain appropriate learning opportunities. They review support plans regularly to ensure that children receive their entitlement to an appropriate education.

Overall quality of learners' achievements

- Children take part in a wide range of sporting, cultural and leadership activities, including clubs, local authority festivals and events such as badminton, netball and The Big Sing. These experiences help them develop key skills such as teamwork, communication, resilience, problem-solving and confidence. Staff track participation and help children recognise the skills they are building. These wider opportunities add clear value to children's achievements by giving them meaningful contexts to apply their skills, experience success and develop a stronger sense of personal accomplishment. As a result, children broaden their experiences, strengthen skills for learning, life and work, and form positive connections with peers in their own and other schools.
- Children are proud of their success in a range of sporting and cultural activities. The school actively recognises and celebrates children's achievements through displays, newsletters and regular assemblies. These approaches help children feel valued and reinforce a strong sense of belonging in the school community. As a result, children show increasing pride, confidence and motivation, and they engage more fully in the opportunities offered to them.

Equity for all learners

- School staff know children and their families very well and take effective steps to ensure that the cost of the school day does not limit any child's learning or wider participation. Together with the Parent Council and a wider group of parents they raise funds that support all children to participate in trips and excursions. This ensures all children can access school trips and take part in activities beyond the classroom and school day.
- The headteacher uses PEF effectively to improve learning, including providing additional funding for support staff. Early evidence indicates that targeted interventions in literacy, numeracy and health and wellbeing are improving the progress of targeted children and beginning to reduce the poverty-related attainment gap. Children are showing increased readiness to learn, improved engagement and stronger progress in their learning.
- Senior leaders should continue to evaluate interventions regularly and identify clear next steps to ensure children continue to make the best possible progress from prior levels of learning.

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.