

Summarised inspection findings

Tannadice Primary School

Angus Council

23 June 2026

Key contextual information

Tannadice Primary School is a non-denominational school located in the small village of Tannadice, Angus. At the time of inspection, the school roll was 66 children organised across three multi-stage classes. The permanent headteacher has been in post for one year. In recent years, there have been a number of acting headteachers. The majority of children who attend the school reside across Scottish Index of Multiple Deprivation decile 6. A few children reside across deciles 3, 5 and 7. Across the school, a minority of children are registered for free school meals. The headteacher reports that a minority of children require additional support with their learning. There are a few children who 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

- Tannadice Primary is a welcoming and inclusive school. Children, parents and staff feel welcome in the school and regard it as an important part of the local rural community. All staff support children effectively to explore the school values frequently and meaningfully. This includes during lessons, in assemblies and as part of the school reward system. Almost all children describe and demonstrate the school values and understand their relevance to their learning and life.
- The headteacher has correctly identified strategic priorities that are appropriate and manageable, these include, building relationships across the school community and creating inclusive learning environments. She has ensured all staff have a shared understanding of nurturing approaches and inclusive practice. The headteacher has developed a comprehensive collegiate calendar which identifies plans for improvement across the year. This calendar provides time for all staff to engage in professional dialogue on learning and teaching, planning, tracking and monitoring. As a result, the headteacher has gained the confidence and trust of staff, children and parents.
- The headteacher has established effective quality assurance arrangements, including regular self-evaluation activities. She samples children's work with teachers, carries out lesson observations and holds focus group discussions with children. She provides teachers with helpful feedback to support teachers evaluate what is working well and where further improvement is needed. Working together, the headteacher and class teachers created a learning and teaching policy. This is having a positive impact in creating a clear and consistent lesson structure. Staff should continue to reflect on and evaluate their practice to further develop and embed consistent, high-quality approaches across the school. The headteacher

uses quality assurance information well to inform and evaluate school improvements through the school improvement plan and standards and quality report. She shares these with parents. The headteacher seeks and takes into consideration the views and ideas from children. She involves children in evaluating the work of the school and planning positive change through pupil groups and assemblies. For example, with support of the headteacher, children in the pupil parliament group have started to use the evaluation tool 'How good is OUR school?'. They have used this tool to evaluate the quality of the learning resources across the school. As planned, the headteacher should continue to develop further approaches to involving children and parents more fully in the school improvement process.

- Most children across the school indicate that they feel valued and believe their voice is heard and views are acted upon. This session, all children have opportunities to be involved in leading change through pupil leadership groups. These include the eco heroes, health captains and digital leaders. Children are enthusiastic about these recently introduced roles. Supported by staff, children decide what they want to take forward as part of these groups. For example, children participate in litter picking, fundraising for charity and planning whole school events such as the 'colour run' event. These help to develop their leadership and teamwork skills. A few older children participated in a 'leaders of learning' programme with children from other local authority schools. They visited schools and gathered evidence from other children about the quality and range of feedback to children across the schools. These children reported that their communication and presentation skills were improved through this joint working. A next step is for staff to support all children to understand and speak about the skills they are developing as part of the leadership groups and leadership opportunities.
- Almost all staff are involved in evaluating the work of the school and agreeing school improvement priorities. The headteacher supports staff to use the evaluation tool 'How good is our school? 4th edition' effectively. Almost all staff's understanding of the strengths and areas of development for the school has improved. The headteacher outlines the school's approach to raising attainment and improving children's wellbeing within the school improvement plan. There are clear connections between self-evaluation, improvement planning and professional learning.
- The current priority, as part of the cluster schools' improvement plan, is to improve children's progress and attainment in numeracy, in particular, to improve mental maths strategies and accuracy. Teachers have engaged in professional enquiry and are now more confident to teach a wider range of mental maths strategies. They should use baseline data and assessment evidence more regularly to review the impact of professional enquiry. Staff can then make informed decisions on the main approaches to learning and teaching that make the greatest impact on children's progress and attainment.
- Staff feel empowered to embrace leadership roles in the school. Almost all staff have opportunities to undertake leadership roles. All teachers have responsibility for pupil leadership groups and an aspect of an improvement priority. Staff are reflective and are keen to develop their individual and collective skills. They seek professional development opportunities and agree these with the headteacher through the annual professional review process. Staff talk readily about recent whole-staff professional learning and its impact on their practice. This includes learning focused on nurturing approaches, inclusive practice and improving children's wellbeing. The headteacher should support staff to improve how they evaluate the impact of

improvement activities, including the aspects of school improvement they are leading, to improve learning and teaching.

- Staff have a good understanding of the social, economic and cultural context of the school and its unique rural community. They develop approaches and activities to ensure children experience equitable experiences to those within a larger, more urban setting. For example, all children experience a wide range of sporting activities through careful planning with another rural small school and the Active Schools programme. This includes the annual rural school highland games and P7 residential experience with children from rural schools to support transition to secondary school.
- The headteacher allocates Pupil Equity Funding (PEF) effectively to provide additional resources to support children with their wellbeing and learning. She shares decisions about the use of PEF and seeks views about these decisions from the Tannadice Parent Staff Association (TPSA). The head teacher should continue to develop ways to involve parents and begin to involve children 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

- All staff work effectively together to create and maintain a well-organised, calm and inclusive learning environment. Across the school, almost all children behave appropriately, show a positive attitude towards learning and engage well in experiences across the curriculum. They are supportive of one another and know and understand where to get help if required. The headteacher and staff have prioritised recent professional learning to support all children to engage successfully in learning. This has included whole school approaches to nurture, de-escalation and trauma-informed practice. Staff have developed consistent use of strategies, spaces and resources which help support almost all children to engage well in learning. Children are deepening their understanding of their own learning and are widening a range of strategies they use to engage in learning. Almost all children present as ready to learn and engage well in lessons.
- The headteacher has recently introduced a helpful learning and teaching policy for staff. Staff implementation of this policy supports them well to have a shared understanding of key aspects of effective learning and teaching. Across the school, teachers provide clear explanations and instructions, resulting in almost all children understanding what is expected of them. In a few lessons, teachers make effective reference to children's prior learning, and the skills they have developed. Children understand their own learning better as a result. In almost all lessons, teachers refer to what children are learning and how they can be successful. In most lessons teachers use questions well to check for understanding. In a few lessons, teachers use open-ended questions effectively to deepen children's understanding of different concepts.
- In most lessons, teachers provide helpful verbal feedback on children's literacy and numeracy learning. As a result, children are developing an increased understanding of how well they have achieved in these lessons. Staff should now develop a more consistent approach to verbal and written feedback provided to children across all areas of the curriculum. In addition, children should be more involved in identifying individual learning targets to evaluate their own progress and next steps in learning.
- In most lessons, teachers plan a balance of appropriate independent, paired and group work which enables children to be active and lead aspects of their learning. Almost all children enjoy working with peers, in small groups and in pairs. Support staff interact well with individuals and small groups of children to enhance their learning and engagement. In a minority of lessons, children's learning is overly teacher led and the pace of learning too slow. A few children across the school would benefit from increased levels of challenge in learning. As planned, the headteacher and staff should develop further the learning and teaching policy, to embed a

shared understanding of high-quality learning and teaching. They should ensure that tasks are set at the right level of difficulty for all children and that time is used more effectively to maximise learning time. This should help to ensure that all children make the best possible progress.

- Teachers make very effective use of digital tools to support children's learning. They use interactive whiteboards and visualiser tools well to engage and motivate children. Younger children use digital devices and software packages well to learn about coding. Older children use digital devices regularly in lessons to carry out research and to extend and enhance their learning. Children who require support with learning, use assistive technology software effectively, as required. This enables children to access tasks and activities and overcome barriers to learning. Digital leaders facilitate a lunchtime club teaching younger children to log on and navigate online applications and games. They also teach children across the school important skills in internet safety during assemblies. Moving forward, staff should ensure they plan and teach digital skills as part of a progressive programme.
- Teachers are in the early stages of supporting children's learning through play. They are beginning to create stimulating spaces that foster play-based experiences to encourage children's creativity. For example, staff have created construction and themed role play areas, such as cafés. Teachers should continue to develop high-quality play experiences which help them to develop important literacy and numeracy skills in real-life contexts. They should engage with national practice guidance to ensure that children build progressively on their skills and experiences.
- Teachers plan learning over a range of timescales and across the curriculum well to meet the needs of children in multi-stage classes. They ensure that children who require additional support have detailed planning in place to support their learning. This enables children to overcome barriers to learning. Teachers consult with children to gather their views as part of their approaches to planning.
- The headteacher has introduced a helpful assessment calendar for staff which outlines clearly the nature and timing of key assessments throughout the school year. This includes a range of national, standardised and summative assessments in literacy, numeracy and some areas of health and wellbeing. Teachers use accurate assessment information to identify progress and plan next steps in learning.
- Teachers participate in effective moderation activities with one another, through collaborative planning, sharing of practice and informal discussions. Teachers are developing a shared understanding of standards in areas such as writing and numeracy. Staff should continue to take part in moderation activities in school and with other schools to ensure that this supports their professional judgement of children's achievement of Curriculum for Excellence (CfE) levels.
- All staff meet with the headteacher termly to track children's progress effectively in literacy and numeracy, using the local authority and school tracking tools. Together, they identify children with gaps in their learning and provide appropriate and effective targeted support and timely interventions. Staff should now track children's progress and skills more thoroughly across all curricular areas.

- The headteacher has introduced effective systematic processes to identify early any barriers which children may face in their learning. Where staff identify children who require additional support, they use assessment information effectively to plan appropriate interventions and personalised support. These interventions are reviewed regularly and adapted as necessary. This helps almost all children who require additional support with their learning make good progress with their individual learning targets.

2.2 Curriculum: Learning pathways

- Teachers use progressive learning pathways based around the design principles of CfE across all curricular areas. They use three-year plans effectively to cover a range of experiences and outcomes across all curricular areas. This supports teachers to plan for appropriate progression and depth in children's learning.
- All children receive their entitlement to the Scottish Government's 1 + 2 language initiative. Across the school, all children learn French progressively and are confident in using common words and phrases. Older children learn Italian through planned blocks of learning.
- All children receive their full entitlement to two hours of high-quality physical education each week. They develop progressive skills in team games such as football, volleyball, rugby, netball and dodgeball. Staff work well with a range of community partners to provide activities for children to participate in different sports including distance running and cycling. Older children participate in a planned 15-week block of swimming lessons. These experiences help to support children's overall fitness and increase their enjoyment in sport and exercise.
- Teachers make effective use of their school grounds and rural setting to plan different experiences for children to take their learning outdoors. For example, younger children develop skills in identifying lines of symmetry in natural objects including trees and stones. Older children develop creative art skills through landscape drawings and create artwork using natural materials such as leaves and sticks. These experiences support children well to learn about sustainability, apply their learning in different contexts and develop their understanding and appreciation of the natural world. As a next step, staff should develop a progressive skills programme for outdoor learning.
- Teachers plan learning effectively to deepen children's understanding of Christianity and other world religions. They use religious and moral education planning pathways to ensure learning is progressive. All children benefit from regular quality religious observance through assemblies and visits from the local minister and church groups. Staff have built strong partnerships with the local church. Children gain valuable life skills for learning, life and work through leading key parts of Easter and Christmas services at the local church for the local community.

2.7 Partnerships: Impact on learners – parental engagement

- Staff know children and families very well and have developed positive relationships with parents and families. Almost all parents agree that their child likes being in school, is treated fairly and is known as an individual.
- The majority of parents agree the school organises events throughout the year which provides parents with the opportunity to learn alongside their child. For example, children shared with parents how the 'Calm Cave' room and sensory resources support children to engage with learning and help to support their emotional wellbeing.
- Staff have worked in collaboration with parents and the TPSA to review the communication policy to improve communication channels and strengthen parental engagement. Most parents agree that they receive information about their child's learning and school events at the right time.
- Almost all parents state they are kept well informed about the work of the TPSA. The TPSA is highly supportive of the work of the school. Their fundraising and grant applications supports improvements to the school grounds, outdoor learning and play experiences and subsidises visits, events and trips for all children.

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

- Children thrive in the positive, nurturing and inclusive learning environment created by staff. Children's wellbeing is central to the life and work of the school. Staff model highly positive interactions with each other and with children. Children understand and demonstrate the school values motto of 'Team Tannadice' to support each other very well during learning and play activities.
- All staff apply the knowledge and skills gained from professional learning activities effectively to promote nurture principles and inclusive practice. Their shared development of a positive relationships policy enables children to experience consistent restorative and nurturing approaches across the school. As a result, almost all children behave very well. Almost all parents feel that staff treat their child with respect. Staff support very effectively a few children who may occasionally demonstrate dysregulated behaviour. This enables these children to re-engage with learning quickly and has led a significant reduction in incidents of these behaviours. Most children and parents agree that the school deals well with bullying or have never experienced it. The headteacher ensures that any incidents that take place are recorded in line with national guidance.
- Most children have a clear understanding of the wellbeing indicators and talk about how these relate to their lives both in and out of school. Almost all children feel safe and respected by adults. Children reflect on their wellbeing at points in the year, identifying strengths and aspects where they might need extra help and support. Teachers use this information well to identify promptly any actions to address concerns. All staff use a progressive whole school approach to support children very well to recognise and manage their thoughts, emotions and behaviours. Staff support children very effectively to use strategies and develop skills to help identify and manage their feelings and relationships. Children's regular use of daily check-ins, visual supports and emotional regulation tools enables them to discuss and manage their emotions with increasing confidence, seeking support when necessary.
- Teachers plan a wide range of progressive health and wellbeing activities. Teachers' very effective use of the outside environment enriches their delivery of a wide-ranging, progressive health and wellbeing curriculum. Children speak confidently about how outdoor activities such as the trim trail and woodland area enhance their wellbeing. Children develop skills for life learning and work through regular real-life activities. For example, they apply their planning and measuring skills through cooking activities for the community café events.

- Children benefit from staff's highly effective collaborative work to promote the emotional and physical health of children with a range of partners. Staff's highly effective collaborative working with a range of partners, such as Active Schools, ensures that most children participate in a wide variety of sporting activities and events. Children's emotional and physical health is improving as a result. For example, children, parents and staff participated in a whole school Tannadice 'takeover' of a local weekly running event. Almost all parents agree their child is encouraged by the school to be healthy and take regular exercise. Children are very proud of their recent national sports gold award and the work undertaken to achieve this.
- Staff work effectively with inclusion support services and health partners ensures that children access appropriate support and interventions to improve wellbeing outcomes. A few benefit from a therapeutic skills programme delivered in partnership with the school nurse to support children's emotional wellbeing. Parents of these children report that this support has improved their children's wellbeing at home as well as in school.
- Staff use the local authority staged intervention policy effectively to identify, assess and meet the needs of children who require additional support with their wellbeing and learning. Support for learning staff have increased their understanding of their role in evaluating and improving universal support provision this session. The headteacher and support for learning staff created an overview of needs that tracks the progress of identified children. They use this to record where individuals and cohorts of children need further targeted support. Staff provide a range of effective interventions for identified children. Children who require support have an appropriate child's plan which is updated regularly. Staff involve children, parents and where appropriate partners to develop appropriate targets within these plans which support children well to overcome barriers. As planned, the headteacher and staff should continue to develop further how they monitor and evaluate the impact of interventions to continue to improve progress and outcomes for children.
- Staff use assessment tools effectively to measure the impact of specific interventions such as timetabled use of the 'Calm Cave' by identified groups and individuals. All children involved demonstrate progress in areas such as increased engagement, improved social skills, greater confidence or improved emotional wellbeing. As identified, staff should continue to evaluate the impact of this intervention and build and adapt the support to meet the specific needs of identified children.
- The headteacher and staff have a very good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. They engage in appropriate professional learning such as annual child protection training, nurturing approaches, inclusive environments and approaches.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

- Almost all children feel that school staff help them to understand and respect other people. They have opportunities to learn about aspects of children's rights, equality and diversity through assemblies and class activities. For example, older children recently read a class novel and reported that this helped them to understand neurodiversity. Staff should continue to develop and support children's learning about rights, equalities and diversity to include all protected characteristics.

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

- At the time of the inspection, the school roll comprised of a small number of children across all stages. As a result, attainment and progress will be expressed in general statements, rather than for specific year groups or CfE levels.

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Most children across the school have achieved, or are on track to achieve, nationally expected levels of attainment in numeracy, listening and talking, reading and writing. A few children are working beyond expected levels. A few children across the school are capable of making greater progress.
- Almost all children who require additional support are making good progress towards their individual targets in learning.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English.

Listening and talking

- Across the school, almost all children listen well to adults and follow instructions. They demonstrate respect effectively when listening and talking while working in small groups and pairs. Most younger children are beginning to take turns when talking and listening with their peers. Almost all older children talk articulately about their experiences and build on each other's thoughts and opinions. They identify accurately key features of effective listening and talking, such as clear speech, gesture and eye contact. They should continue to develop their skills in presenting to a wide range of diverse audiences.

Reading

- Most younger children recognise and name individual letters. They are beginning to blend phonics to read aloud simple words. A few children need to improve their fluency when reading familiar texts. Children at middle stages talk confidently about texts they enjoy, give reasons for their choices and identify key features of different genres. Almost all older children enjoy reading for pleasure and ask and answer literal and inferential questions successfully about the text they are reading. They read aloud with fluency and expression. They offer their thoughts and opinions about characters, and the language writers use to describe scenes and settings. A few older children would benefit from further knowledge of similes and metaphors.

Writing

- Younger children write in sentences with a capital letter and full-stop as appropriate to their age and stage. Children at the middle stages enjoy writing for different purposes. They identify nouns in a sentence but are less confident in naming and adding adjectives to texts. Older children enjoy writing for a variety of reasons, across a range of different genres, including personal writing, functional writing and stories. They use paragraphs well to organise their thoughts and ideas. They develop descriptive and figurative language skills well through the creation of poems and weather reports. Older children should continue to write extended pieces to influence and persuade the reader using word choice, punctuation and emotive language.

Attainment in numeracy and mathematics

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

Number, money and measure

- Almost all younger children identify and recognise numbers from zero to 20. They identify the number before and after and missing numbers in a sequence within 20. They use ordinal numbers, first, second and third in real life contexts. At the middle stages, most children round numbers to the nearest 10 and 100. They add and subtract three-digit numbers effectively but are less confident using division and multiplication strategies to solve problems. Most older children have a strong understanding of place value of numbers to one million. They are increasing confidence in completing two-step problems using multiplication and division effectively. They are less sure of the relationship between fractions, decimal fractions and percentages.

Shape, position and movement

- Almost all younger children recognise simple two-dimensional (2D) shapes correctly. They are less confident in recognising three-dimensional (3D) objects. At the middle stages, most children confidently describe most properties of 2D shapes. They are less confident in describing features of 3D objects. They are confident in identifying eight points on a compass point and identify how many lines of symmetry simple shapes have. Most older children confidently recognise and use mathematical language to describe angles. They describe features of a circle accurately, for example, centre, diameter, radius and circumference.

Information handling

- Almost all younger children answer questions about data gathered using simple pictograms. They use their knowledge of size, shape and colour well to sort and organise groups of objects. At the middle stages, most children answer questions and extract information accurately from bar graphs and Venn diagrams. Most older children have a strong understanding of probability and chance to describe the likelihood of events happening. Across all stages, children would benefit from using digital tools to collect, organise and display data effectively for real life purposes.

Attainment over time

- In session 2024/25, overall attendance was 95%. This is in line with the national average. The headteacher follows local authority policy and monitors children's attendance carefully. A minority of children have attendance which falls below 90%. There are a variety of reasons for this, including illness, family circumstances and families taking holidays during term time. The headteacher and staff take a proactive approach to improving attendance through regular

engagement with families of children whose attendance is a concern. This includes bespoke support for children and meetings with parents of a few children, where required, to support families and build children's confidence in coming to school. This collaborative approach has helped to improve attendance for children. There are no children on part-time timetables. There have been no exclusions in recent years.

- Overall, most children make good progress in their learning over time. The headteacher has improved approaches to using data to raise attainment. Along with staff, she has gathered a range of data about children at each stage. Staff use this information well to implement universal and targeted approaches to raise attainment. For example, teachers have introduced a consistent approach to teaching writing. This has supported most children to write at greater length, with improved detail and extended vocabulary.
- The headteacher and staff use the local authority tracking and monitoring system that enables teachers to monitor effectively the progress of individual children in literacy and numeracy. The headteacher should now use data and information to track children's learning across curriculum areas beyond literacy and numeracy.

Overall quality of learners' achievements

- Staff share and celebrate children's wider achievements well through assemblies, wall displays and through an online digital platform. Children benefit from a wide range of experiences which help them to develop well important skills for learning, life and work. For example, children lead termly Community Cafés for parents and members of the local community. All children work collaboratively to prepare and perform a Christmas show, showcasing their talents in creative arts and performing to a large audience. Through these experiences, children develop important life skills including leadership, decision making and collaboration. The headteacher and staff should continue to track children's involvement in these important wider achievements, and the skills children are developing.

Equity for all learners

- Staff are increasingly mindful of the impact of the cost of the school day on families and ensure that all children have equity in their school experience. For example, staff facilitate a uniform swap scheme for children who may require this. Staff work in close partnership with the parents through the TPSA to reduce the cost of trips and activities. Together, they are proactive in securing funding to ensure that no child misses out. For example, older children benefit from subsidised skiing and residential trips.
- The headteacher has prioritised PEF funding appropriately to fund resources which support universal approaches to nurture. A few children benefit from PEF funded targeted outdoor learning interventions. This is helping these children to increase engagement with learning. The headteacher and staff should continue to evaluate robustly the specific impact targeted interventions have on accelerating the attainment of individuals and groups of children. They should provide clearer evidence of how funded interventions are closing identified attainment gaps in children's 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.