

Summarised inspection findings

Alva Primary School

Clackmannanshire Council

14 March 2023

Key contextual information

Alva Primary School is situated in the town of Alva in Clackmannanshire Council. The school benefits from the inclusion of an autistic spectrum disorder (ASD) provision which takes children from across Clackmannanshire Council. There is also a nursery class which provides early learning and childcare from the age of two. The senior leadership team consists of one headteacher who has been in post since 2018 and a deputy headteacher. There are also three principal teachers who work in the mainstream school and one principal teacher who works in the ASD provision. The school roll consists of 321 children in the mainstream school, working across 13 classes and, 36 children in the ASD provision working across 6 classes. In September 2021, seven percent of children lived in Scottish Areas of Multiple Deprivation (SIMD) data zones one and two. The majority of children live in SIMD data zones three to five.

1.3 Leadership of change

weak

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

- Within Alva Primary School, all staff recognise the importance of building relationships and developing a positive learning climate. Staff recently identified the need to refresh the ways they use the school values to promote positive relationships. In response, the headteacher adapted the existing school values to focus on supporting children to feel safe, ready (to learn) and be respectful. Most children and all staff use the adapted values regularly in class and during assembly 'team talks'. This is beginning to develop a shared language around behaviour and an understanding of relationships that is more meaningful for children.
- During the COVID-19 pandemic, it was difficult for the mainstream school, ASD provision and nursery class to come together as a whole school community. This session, the headteacher has identified the need to revisit the school vision to ensure it captures the community's aspiration for all children. In taking this work forward, senior leaders need to gather and act upon the views of all children, staff, partners, parents and carers in the school, ASD provision and nursery. This will support the whole school community to have shared ownership of the school's vision and promote it collaboratively.
- The headteacher and all staff have a clear understanding of the social, economic and cultural context of the community. They aim to provide children with the best opportunities to help them learn and flourish. Senior leaders spend a considerable amount of time on operational matters. As a result, they have less time to provide effective strategic leadership and to create conditions that support continuous school improvement. The wider leadership team supports school improvement activities as much as possible given the time allocated to them for leadership tasks. The headteacher should review the remits of the wider leadership team to ensure they have enough time to carry out their duties fully.
- Class teachers work well together as a team and are committed to professional learning. A few teachers lead on school improvement priorities. For example, teachers at the early level are

developing approaches to play. Across the school, staff have begun to implement a range of approaches to support positive relationships and wellbeing. Senior leaders should now work with all children, staff and parents to create a whole school approach to promoting positive behaviour that is used consistently.

- Senior leaders provide teachers with challenge questions from *How Good is Our School?* (4th Edition) to reflect on the school's strengths and areas for improvement. Senior leaders now need to provide all staff with more regular, planned opportunities to reflect as a team on what is working well across the school. In addition, there is a need to increase opportunities to gather the views of children and parents about the life and work of the school. This will help all stakeholders to influence change across the school.
- Senior leaders continue to work with teachers to develop approaches to learning and teaching. This session, they worked together well to develop a 'teacher toolkit' that outlines aspects of high-quality learning and teaching. A quality assurance calendar is in place to review and monitor the impact of this work. However, implementation is inconsistent. Senior leaders should protect time for quality assurance activities to identify clearly the approaches that are making the biggest difference for children.
- The school improvement priorities of raising children's attainment in literacy and numeracy are based clearly on the analysis of data about children's levels of attainment. The priority of developing the curriculum has changed the way children learn at first level. These changes did not risk assess fully the impact they would have on children's attainment. Senior leaders should now review curriculum delivery approaches at first level, ensuring there is a clear focus on raising attainment and achievement. Overall, there is a need to strategically manage the pace and direction of change more effectively. Senior leaders and staff should outline clearly what evidence they will gather to demonstrate the impact of change on children's attainment and achievement.
- Children lead enthusiastically on aspects of school life through clubs and committees. They apply for these roles based on their interests. Teachers and senior leaders should review the process of selecting children for roles to ensure greater equity of opportunity for all children. As planned, staff should re-instate the Eco School Club and extend the range of leadership roles for children.
- The local authority has been providing support to the school. Local authority officers and senior leaders have developed an action plan. Senior leaders and staff are making progress towards points for action within agreed timescales and continue to implement change for improvement. A next step will be to ensure there is a whole school focus on creating an inclusive learning culture that meets the needs of all children.

2.3 Learning, teaching and assessment

satisfactory

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

- Across Alva Primary School, all staff refer to the revised school values which are displayed throughout the school. Most children feel that staff treat them fairly and with respect. Staff should continue to engage children with the school's vision and values to develop a consistent understanding of mutual respect and behaviour.
- Teachers across all stages collaborate effectively to create learning environments which are well organised, promote independent learning and are stimulating. The library within each classroom supports daily reading through high-quality fiction and non-fiction books. All children have regular access to the local library. At first level, teachers have created discovery book bags for sharing at home.
- Across all classes, most children are motivated and engaged in their learning when undertaking tasks independently or in pairs. All children would benefit from receiving more regular praise to build their confidence and further motivate them to try their best. A minority of children do not engage fully in their learning during lessons. This is more apparent during transitions within planned learning. Teachers should work through the staged intervention process to provide all children with work that is set at the right level of difficulty. In most classes, teachers need to increase the overall pace of learning and ensure they use time throughout the school day for purposeful learning.
- Children use 'big questions' to identify areas of interest for interdisciplinary learning experiences. This is helping them to have an element of choice in their learning. In pre inspection questionnaires, a few children identified that they would like more choice in their learning. A minority of children are beginning to make decisions to support school improvement and lead learning. For example, they lead on aspects of school life in the Junior Leadership team, Autism Ambassadors and Sports Committee. The buddy system promotes the leadership skills of all P7 children well. Staff offer children positive experiences beyond the timetabled day. For example, children enjoy taking part in drawing, golf, construction and running clubs.
- Almost all teachers share the purpose of learning and support children to understand how they will be successful. Children should now have more opportunities to co-create steps to success. This will help them to have a deeper understanding of their learning. Most teachers use effective questioning to check children's understanding and build on prior learning. Teachers provide children with feedback about their work. This is beginning to help children to understand their next steps. Teachers should share good practice with each other to develop consistent high-quality approaches to feedback.
- Staff at early level continue to reflect on and improve their approaches to learning and teaching using play. The P1 children now have free flow access to the outdoor learning area which

provides stimulating activities. Teachers should continue to collaborate with practitioners in the nursery to embed their knowledge and understanding of effective play pedagogy. This will ensure that teachers plan play experiences effectively that provide children with challenge and continuity in all areas of learning.

- The extensive school grounds provide useful opportunities for children to engage in science, technology, engineering, art and maths activities in the outdoors. Children are motivated and engage well in these activities that encourage them to be curious and creative. For example, the reading shed, 'grab and go' science kits and den-building materials provide opportunities for children to develop their skills in new contexts.
- Building on the improvements made during COVID 19, staff support children's learning well using digital technology. All teachers make effective use of interactive whiteboards to enhance learning and teaching. They use interactive presentations, games and video clips effectively to enrich children's learning. Children have valuable opportunities to engage with coding. Children across the school use matrix bar codes enthusiastically to access learning activities or undertake research tasks. This is supporting them well to develop a range of independent learning skills.
- Teachers use a range of assessment data to measure the progress children are making. Teachers use the Scottish National Standardised Assessments (SNSA) which are supporting their understanding of national standards. Pupil Assessment folders contain a range of assessment pieces. The senior leadership team tracks children's attainment based on teachers' assessments and professional judgements. Teachers input assessment data on to the whole school tracker and meet with senior leaders termly to discuss children's attainment. During tracking meetings, teachers and senior leaders should identify clearly and plan actions with measurable outcomes for children that focus on raising children's attainment.
- Teachers are beginning to engage in moderation activities within the school. They worked with senior leaders to develop their understanding of high-quality learning and teaching using a 'teacher toolkit'. As planned, teachers should continue to engage with the moderation cycle and develop a whole school assessment framework. This will support further teachers' professional judgements about children's attainment and their understanding of national standards within the curriculum.
- All teachers use local authority progression pathways. These are supporting a more consistent approach to the planning of learning and teaching. Teachers working at the same level meet regularly in levels to plan together and reflect on pedagogical approaches. Senior leaders should continue to work with the local authority to review their approach to learning at first level. It would also be helpful to review approaches to planning across all curricular areas to meet the needs of all children.

2.2 Curriculum: Learning pathways

- Teachers use an increasing range of local authority planning pathways to plan children's learning using the experiences and outcomes of Curriculum for Excellence (CfE). Teachers use local authority planning formats in literacy and, health and wellbeing. These formats support teachers well to ensure greater progression through CfE levels. Teachers recently introduced detailed progression planners in literacy and numeracy. They describe that these pathways are supporting them to increase the pace of learning for children.
- All children have regular opportunities to learn outdoors in school grounds and in the local area. This supports children well to learn and apply their skills in new contexts. Staff created planning formats for outdoor learning. These are beginning to provide a more consistent approach to the development of skills.
- Children receive two hours of high-quality physical education each week. The provision of religious education and religious observance is in line with national guidance. Children are beginning to explore protected characteristics such as disability. For example, children in P6 designed diverse dolls to explore the differences within the school community.
- At second level, all children have access to their own device. Children use these devices very effectively to enhance their own learning and to support younger children with their digital skills.
- The school delivers the national 1 + 2 language policy successfully. Children in all classes learn French and older children learn Spanish in a planned progressive way. In the upper stages, a few children benefit from high-quality music tuition which is developing their skills in reading music and playing musical instruments.

2.7 Partnerships: Impact on learners – parental engagement

- Staff know their community well. There is a very positive working relationship with The Cochrane Foundation which provides a number of initiatives to support children and families. Parents appreciate the support staff provide to ensure all children can participate in excursions.
- The majority of parents feel confident when approaching the school with concerns. They enjoy seeing children's work, which is shared through the school's communication app. Parents are also able to message staff directly using the app. A few parents would prefer to communicate directly with senior leaders about ongoing concerns. The principal teacher recently conducted a home-school communication review following feedback from parents. In a pre-inspection survey, a minority of parents expressed that they would like more feedback about how their child is progressing. They would also like more information about how to help their child with their learning. The school is now working closely with an officer from the local authority to develop a communication strategy that meets the needs of all parents.
- The Parent Council works closely with senior leaders to support the work of the school. They recognise that they would benefit from having representation from parents at all stages across the school and provision. Although they provide an open invitation to meetings, recruitment has been a challenge at certain times. Parents have been active in securing funding to make improvements to the playground, although this is an area they continue to focus on. They listen to and support senior leaders when they share the content of school improvement plans. Senior leaders should now involve parents more fully in identifying school improvement priorities and planning change. They should work with the Parent Council to gather the views of the wider parent body to inform future planning. This should support all stakeholders to have a clearer and shared understanding about the rationale for change and improvement.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

weak

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

- Across the school, staff know children and their families well and the challenges they face. They focus on providing a welcoming environment for children. All teachers use a toolkit to audit the classroom environment to ensure the space is purposeful for children. The majority of children enjoy learning at school and feel they have a trusted adult they can approach if they are worried or upset. A significant minority of children do not know who to approach or are not confident to approach staff about their concerns. Senior leaders and staff should work together to support all children to understand who they can talk to if they are upset.
- Teachers are developing a shared language, through a range of approaches, to help children reflect and self-report on their own wellbeing. Children use visual prompts daily to share how they are feeling so that those who require it can receive additional support. The leadership team deliver 'team talk' assemblies to help children understand the language of the wellbeing indicators. Teachers regularly encourage children to reflect on what it means to be healthy and active through their health and wellbeing curriculum. They are responsive to children's needs and provide a wide range of clubs. These clubs support and improve children's physical and mental wellbeing. Teachers track and monitor children's wellbeing by gathering information through the wide range of approaches in use. Overall, the regular focus on wellbeing is helping children develop an increasing vocabulary to explain how they feel.
- Children tell us that staff help them understand the needs of others and they are learning about how to treat others with respect. Senior leaders spend a considerable amount of time supporting children's emotional wellbeing. They recognise the need to review approaches to promoting positive behaviour. These approaches should ensure there is clear guidance for all staff on the strategies and interventions used to promote positive behaviour. This will support them to evaluate the impact of any interventions and identify next steps.
- Overall, children play well with each other in the classrooms and playground. They recognise that the opportunities to be outside during breaks and outdoor learning supports their mental wellbeing. Less than half of children shared that they feel safe in school. Children would like physical improvements to their playground to help them feel safer.
- A few parents, and a significant minority of children, have ongoing concerns about how the school deals with bullying. Senior leaders should now review their Anti-Bullying Policy with all stakeholders. This also needs to provide more clarity for parents and children about the processes to address ongoing concerns about bullying across the school. Senior leaders should ensure all incidents and follow up actions are recorded.
- The local authority submitted self-evaluation 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. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.

- With support from the local authority, senior leaders are beginning to ensure that all children have the correct support plans in place to help children with identified needs. They should review current plans to ensure that targets are measurable and achievable to help staff evaluate progress. This would also support children to experience success more regularly. All plans should be in place more timeously to support children's needs. Senior leaders should consider the use of chronologies to support them to track review meetings and referrals for support.
- Teachers research strategies and develop resources to support the inclusion of all children within class experiences. They carry out small tests of change to trial approaches with the intention of increasing children's engagement. They use a wide, and increasing, range of strategies and approaches to support children to self-regulate their behaviour and emotions. Learning assistants support the offer of a breakfast club to help children transition smoothly to school from home. Senior leaders now need to monitor and review the range of approaches in place. The full staff team should agree and use consistent and more streamlined approaches to support children's wellbeing and include all children positively in school experiences.
- Senior leaders work closely with a range of educational partners to provide targeted support for identified children. These supports are helping to increase children's emotional literacy, verbal skills and resilience. Partners identify and deliver professional learning to upskill staff to deliver universal approaches that support children's communication skills and improve their emotional wellbeing. Staff would benefit from regularly revisiting professional learning on whole school approaches to inclusion and wellbeing. Professional partners would welcome the opportunity to be involved more regularly to deliver well-planned and progressive training for staff. This would continue to support staff to ensure a consistent, whole school approach to meeting children's needs.
- Senior leaders have not yet fully implemented plans for the use of pupil equity funding (PEF) to improve attendance and attainment of identified children who face barriers to their learning. They should now review and streamline approaches to inclusion and equity to ensure the children who are entitled to additional support receive it. There is an ongoing need to improve outcomes for all children. Children would benefit from accessing a wider range of experiences and resources to engage children in exploring, celebrating and valuing diversity. This will help children to develop further their awareness and understanding of the world in which they live.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- Attainment and achievement data reported in this section is based on the school's data from mainstream classes at Alva Primary School.
- In session 2021-2022, most children across the school achieved appropriate CfE levels in reading. The majority of children achieved expected CfE levels in numeracy and mathematics, writing and, listening and talking.
- Across the school, attainment in literacy and English and numeracy and mathematics is satisfactory. Teachers should continue to engage in moderation activities to develop further their confidence in making professional judgements about children's levels of attainment.
- Overall, there is a need to raise attainment for all learners in literacy and English, and numeracy and mathematics for children working at first and second levels.

Attainment in literacy and English

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

Listening and talking

- Children who are on track to achieve early level listen attentively to instructions. They speak clearly to others in different contexts to share their feelings, ideas and thoughts. Children who are on track to achieve first level take turns and listen carefully to the opinions of others. They can talk about their ideas and preferences when discussing books. Children who are on track to achieve second level contribute relevant ideas, information and opinions when engaging with others. Across the school, a few children need further practice to extend their skills in listening and responding to others appropriately.

Reading

- The community library is part of the school building. Children visit the library regularly to access a range of high-quality reading material. Children choose books thoughtfully based on their knowledge of the author or preferred genre.
- Most children at early level enjoy exploring a range of texts. They are developing their confidence to hear and say different letter sounds. Children who are on track to achieve first level read aloud with increasing fluency. They recall facts and identify the main ideas from texts. Children who are on track to achieve second level use their knowledge of context clues, punctuation and layout well to read unfamiliar texts. They identify the difference between fact and opinion with appropriate explanation.

- Across first and second level, children should further develop their skills in asking and answering inferential and evaluative questions to support their understanding of texts.

Writing

- Overall, children's progress in writing is satisfactory. Across the school, the teaching of writing is a focus for improvement. This is at the early stages of having a positive impact on children's progress in writing.
- Most children at early level demonstrate their early writing skills during play experiences. They use their phonics knowledge to add text to drawings. A few children write simple sentences. Children who are on track to achieve first level use adjectives to describe characters in their writing. They can create formal letters with the appropriate layout. Children who are on track to achieve second level write creatively and imaginatively at increasing length. They can describe the features of a newspaper report. A few children require ongoing support to use accurate punctuation and conjunctions in their writing.
- Children at all stages need more opportunities to write within a range of genres to develop their vocabulary and understanding of structure.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is satisfactory.

Number, money and measure

- Children who are on track to achieve early level count confidently within 30. They understand doubles, halves and sharing and, can add numbers to 10. Children who are on track to achieve first level read, write and order whole numbers to 1,000. Children who are on track to achieve second level understand place value for whole numbers up to one million. Across the school, children are not yet confident in using mental maths strategies. At all stages, most children can identify the appropriate instrument to use when measuring everyday objects.

Shape, position and movement

- At early level, children identify simple two-dimensional shapes and three-dimensional objects. Children who are on track to achieve first level recognise compass points and use appropriate language to give directions. Children at second level require further opportunities to discuss, describe and classify angles using the correct mathematical vocabulary.

Information handling

- At early level, children gather information for a variety of purposes. At first and second level, most children can use the language of probability accurately to describe the likelihood of simple events occurring. Children across the school should develop independence in gathering and interpreting data through real life contexts.

Attainment over time

- Senior leaders track the attainment and progress of individual children in literacy and English and numeracy and mathematics over time. They should now ensure rigour in analysing this data for individuals, groups and cohorts to identify trends in children's progress and attainment over time.

Overall quality of learner's achievements

- Staff value children's achievements both in and outside of school which are celebrated at assemblies and displayed on achievement boards. Children develop their leadership skills and contribute to the life of the school and the wider community in leadership committees. Children improve their physical fitness and further develop their leadership skills through taking part in

football, rugby, multi-sports, running, golf, fun games and running. Alva's Up, Up and Away scheme provides families with the opportunity to promote and recognise wider achievement at home and in school.

- Staff should now track the skills children are developing through their achievements to identify clearly children at risk of missing out on opportunities.

Equity for all learners

- Staff have a good understanding of the socio-economic background of all children. They are aware that children should not be disadvantaged by the cost of the school day. Local community organisations work well with the school to support families and promote equity. Senior leaders are at the early stages of planning interventions and provisions, such as a clothing bank, to support those who require it.
- Senior leaders have introduced a number of interventions using pupil equity funding (PEF). These interventions are not yet being delivered fully to accelerate progress in closing identified gaps for all learners. Senior leaders need to ensure that they monitor and gather robust evidence about the impact of interventions on children's attainments.

Quality of provision of Special Unit

Context

The ASD provision works with primary aged children from across Clackmannanshire who have a diagnosis with ASD. The provision sits within the school building, and currently comprises of six classes with six children in each. The children share breaks and lunchtimes with those in the mainstream school.

Leadership of change

- The principal teacher leads the dedicated staff team within the provision effectively and enthusiastically. Teachers and learning assistants demonstrate a clear commitment to meeting the learning needs of the children in their care. Senior leaders should focus on developing this ethos, promoting collaboration across the school community. This will help to produce a shared vision for the future that is relevant across both the mainstream and ASD provision.
- The staff team have a clear understanding of the needs of the children and are resilient in their efforts to deliver planned learning. Staff feel supported by each other and by the principal teacher who manages the staff on a day-to-day basis. Senior leaders should make continued efforts to be involved in team discussions within the provision to better support planned improvements as laid out in the school's ASD action plan.
- Senior leaders from across the school should create more opportunities for more collaborative working across the mainstream and ASD provision. This will lead to opportunities for increased diversity and more varied social experiences from children across the school.
- The majority of teachers within the provision lead and develop initiatives effectively throughout the school year. They collaborate well to provide peer learning and training on a range of relevant topics such as Makaton and play pedagogy. Almost all teachers are eager to participate in professional development opportunities, actively seeking them out and promoting them within their team. The team have a wealth of expertise in ASD and are developing creative approaches to improve outcomes for children in the provision. The school should continue to provide opportunities for relevant professional development such as Makaton.

Learning, teaching and assessment

- Teachers are open and enthusiastic about developing their learning and teaching skills. They have recently undertaken sessions on learning through play and are keen to demonstrate how learning is improving through this approach. The principal teacher formally observes lessons to judge children's engagement and has useful discussions with staff about what is working well and how staff can increase children's attention in lessons.
- The school has correctly identified that children in the provision have too few learning experiences that support independence. Senior leaders should now provide high-quality opportunities for children to develop life and learning skills in different contexts. This could include learning in other parts of the school and more opportunities for trips and outdoor education. The school has pledged to use pupil equity funding to support this aim, however this has not yet resulted in improvements in learning and engagement.
- Teachers have detailed plans and trackers to monitor and support children's progress through educational milestones and experiences. Senior leaders have encouraged the use of an agreed planning format that teachers use for all children across the provision. This is improving consistency and clarity in children's plans. Teacher feedback to families about children's

progress is not always regular and helpful. Senior leaders should support all teachers to deliver consistent, high-quality feedback to parents about children's progress.

Ensuring wellbeing, equality and inclusion

- Overall, children are safe, happy and active within the provision. Teachers ensure that there is quality information recorded about children to help them feel safe and nurtured. They use emotional regulation trackers to understand better when children are experiencing difficulties and identify any patterns. Teachers are adept at helping children to communicate well and work with them intensively to understand their likes, dislikes and preferences when communicating. This is resulting in children feeling more settled in the classroom and being better able to focus on learning. Staff treat children in the provision with respect and dignity.
- The provision helps the school fulfil its statutory duties by ensuring that each child has a comprehensive, regularly reviewed support plan. Parents, teachers and school leaders meet to discuss children's progress. They set new targets and discuss whether current support is appropriate or needs to be adjusted. Teachers and senior leaders receive support from partners across the local authority, such as educational psychologists and practitioners from the primary support services. Partners provide advice on how to best work with children to improve educational outcomes. Teachers monitor the effectiveness of interventions well and record progress within assessment folders.

Raising attainment and achievement

- Teachers chart almost all children's progress using the milestones for children with complex additional support needs. The majority of children also have a few targets and assessment plans based on experiences and outcomes from the appropriate level of CfE. Class teachers use individual files to track and assess children's progress. Almost all teachers use this information to plan children's next steps in learning well.
- The principal teacher has an overview of the progress of every child. She can see whether they are on track with their learning. Almost all children are making progress in their learning at an appropriate pace. A few parents have observed that children's progress is dependent on the style of learning and teaching in the classroom. Senior leaders have plans in place to improve the consistency of learning and teaching across the provision. This will have a positive impact on the consistency of progression across the provision.
- Children celebrate their achievements within weekly assemblies in the provision. There are awards and certificates to celebrate success and children enjoy seeing their accomplishments celebrated on the achievements wall.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.