Summarised inspection findings

Strathyre Primary School

Stirling Council

17 September 2019

Key contextual information

Strathyre Primary is a small, rural school serving the villages of Strathyre, Balquhidder and Lochearnhead. The school roll is 42 children. In August 2017 the school decanted to McLaren High School to facilitate an extensive refurbishment and extension of the school. Staff and children moved back into the new school building in December 2018.

1.3 Leadership of change	very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be 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

- All staff demonstrate a very good understanding of the social, economic and cultural context of the communities served by the school. There is a wide variety of partnership activities with the local community and effective community links are a strength of the school. As a result, staff know and understand the needs of children and their families well. Staff have worked with all stakeholders recently to refresh the school's vision, values and aims. The school values of teamwork, confidence, honesty, respect and eagerness to learn are clearly embodied in the daily life of the school. All members of the school community demonstrate care and respect in their relationships with others and they exemplify their school values effectively. Across the school, children can discuss the significance of school values and how they inform life at school.

- The headteacher is providing strong and effective leadership. She articulates a clear, inclusive vision for improvement and has a strategic approach to engaging all stakeholders through empowering them. She has put a range of structures and processes in place, such as the 'Big School Improvement Plan' (Big SIP), which are engaging stakeholders very effectively in understanding and agreeing priorities for school improvement. As a result, the school is now well-placed to build on these structures to develop further the collaborative work currently taking place across the whole school community for the benefit of all children.

- All staff take responsibility for leading aspects of school improvement. Commendably, this includes the effective use of practitioner inquiry and evidence-based approaches to improvement. These approaches are supporting clear and agreed identification of priorities for improvement and effective self-evaluation. As a result, use of Pupil Equity Funding (PEF) is well-considered and targeted at those areas, and children, with the greatest need. Through the improvement planning process, expected outcomes from improvement activity are being increasingly well-defined, particularly in relation to how children's attainment and achievement will improve. The targeting of PEF to raise attainment in literacy and numeracy is showing early signs of success, particularly in relation to improving children's reading and writing. The headteacher and staff are selectively using a range of data to evaluate the success of interventions.

- As a result of this well-considered strategic approach, the SIP is well-aligned with national and local priorities and professional learning priorities for staff. This is ensuring that all staff have a

clear understanding of their role and responsibilities in relation to improvement activities. They can see how their work contributes to progress in securing improvements through identifying appropriate evidence of impact. All staff are effective in working together to improve outcomes for children.

- Partners feel that the headteacher is an empowering leader. For example, the community police officer, park ranger and active schools coordinator are able to exercise leadership within the ethos of the school. They describe how they find working with the school as facilitating rather than dominating their work. At the same time they recognise that the needs of children are the predominant criteria in shaping their involvement. As a result, there is a strong sense of shared purpose in providing opportunities to support and extend children's learning.

- Children at all stages have opportunities to suggest improvements and engage in leadership activity to help to improve the school. All children participate enthusiastically in school improvement committees, including pupil council and communications, enterprise and global sustainability, as well as Big SIP, the community café and garden. Progress with improvement work, and ideas for further improvement, are discussed in a structured way by children at weekly assemblies. On moving into the new school, children engaged very effectively in planning and resourcing decisions about how areas of the new school building are to be used. This has resulted in a strong sense of ownership of the school environment, where children are able to indicate resources and areas they have helped to develop and see them now in use. Older children also have the opportunity to take on roles such as sports ambassadors, peer learning buddies and raising attainment champions to help support the learning of younger children. As a result, children have a real sense of having an effective voice in the development of their school community.

- The school works with a wide range of community partners and parents to develop the curriculum, provide stimulating contexts for learning and support learning about the local community, particularly in relation to the world of work. Those who work in the local community contributed to a recent 'business fair' where children learned about the skills employed in a range of jobs. There are also regular 'Masterclasses' where parents and partners come into school to talk about and share the skills they use at work. Children's ongoing learning about 'Living and working in the Trossachs' is supported well by learning in other areas of the curriculum, such as science and social subjects. This is helping children to develop an understanding of the economy of the local area and potential opportunities for enterprise or employment. Staff are supporting children across the school to relate this learning to the Career Education Standard (CES) entitlements, including through children's use of the My World of Work (MyWoW) online resource.

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 contribute to the school's warm and welcoming ethos, which is supporting a positive climate for learning. Staff demonstrate a commitment to placing the learner's voice at the centre. As a result, children across the school experience relationships with staff and other children that are positive and respectful. Children in the upper stages have recently been leading the development of a 'friendship charter' to ensure that children enjoy caring and supportive relationships consistently across the school. The school's recently revised vision 'Strathyre Grows Learners', underpins the life and work of the school and is providing a framework for further improvements in teaching and learning. As a result, learning across the curriculum is becoming more relevant to the context of the school and communities in which the children live.

■ The recently refurbished school building and outdoor areas provides a bright, attractive and stimulating environment for learning. A well-resourced learning 'hub' is used effectively to allow children to participate in a variety of active learning experiences that promote creativity and imagination. Children regularly use the extensive natural outdoor space to engage in outdoor learning activities. This has included initiatives to encourage wildlife to return to the school grounds, the development of a community garden and the use of natural resources to apply learning in numeracy. Staff should continue to review the use of learning environments in order to make optimum use of each area. This should be with a view to further promoting independent, investigative and child-led learning.

■ Almost all children are keen and eager to learn. Overall most children engage well in lessons and are interested in their learning. A whole-school approach has been implemented to support children to develop a positive mind-set. Children are beginning to talk positively about times when they have used these strategies to overcome difficulties in their learning and wider lives. This is improving children's self-esteem, resilience and perseverance and encouraging children to increasingly embrace challenge. When encouraged to work in pairs or groups, most children work well together. Staff should work on developing children's listening skills in order that children's focus in teaching episodes is improved, and that children listen to each other more attentively.

■ In almost all lessons, learning is well planned and organised. Learning activities match the needs of most children and differentiation is planned for, and evident in, most lessons and follow-up tasks. Teachers explanations and instructions are clear. In most lessons, open ended questions are used to engage children's thinking and support their understanding. Teachers should reflect on how they can use questioning more effectively to consistently challenge children and promote higher order thinking skills. During times when children are working independently, well-judged teacher interventions are supporting learning. Teachers should now consider how to increase the time children spend on independent, open-ended tasks that allow

them to manage and lead their own learning. This will also allow teachers to make timely interventions to both support and challenge individual and groups of children.

- Teachers and children are beginning to make effective use of digital technology. Teachers use interactive whiteboards in the classroom to engage children effectively in learning activities. Children regularly use laptops and tablets to support their learning, for example, through research. All children are learning how to code remotely-operated electronic toys. Children are enthusiastic about using digital technology to gauge their progress in mental maths and reading. A helpful next step would be to engage stakeholders in developing a comprehensive digital strategy to ensure all children develop their digital skills in a progressive way across different contexts.

- Children are involved in planning learning across the curriculum, for example in agreeing the focus of class topics. They set 'big questions' as a framework for research and investigation within interdisciplinary projects. The recently revised interdisciplinary learning (IDL) programme provides children with opportunities for increasing challenge, depth and relevance in their learning. Local partners are used effectively to add relevance to learning of skills for life and work. Staff should continue to develop opportunities for children to take an increasing role in planning and personalising aspects of their own learning.

- Children are beginning to reflect on their learning and set targets for improvement. All children evaluate aspects of their learning, including attitudes to learning, on a weekly basis. During this time they discuss their learning as a class. While children say they enjoy this activity, they are limited in their understanding of how this process is benefiting them as individual learners. Regular opportunities for teachers to have individual conversations with all children would help children become more reflective and increasingly skilled in articulating learning, achievements and wellbeing. A helpful next step would be to link learning logs with pupil progress reports and parent information evenings and to allow children to take more of a lead in this.

- Teacher feedback is having the most impact in writing, for which children know their targets and what they have to do to improve. The quality and impact of feedback and learner evaluations is more variable across other areas of learning. It would be beneficial for staff to review assessment strategies to support more rigorously how children reflect on their strengths and next steps and know themselves as learners.

- Following moderation sessions at cluster level, staff have an increasing understanding of expectations for achieving a level and planning suitably challenging learning. They use a variety of assessment materials to provide summative information in literacy and numeracy. Staff would now benefit from developing their procedures for assessing progress and achievement further to include a wider range of evidence from ongoing formative and holistic assessments. A useful reference point for staff would be to build in opportunities for assessing application of learning at the planning stage of IDL projects.

- The school's systems for tracking and monitoring progress in learning demonstrates a clear focus on raising attainment and improving outcomes for learners. Children's progress in learning and any barriers affecting learning are discussed at termly 'impact' meetings which involve the class teachers, the support for learning teacher and pupil support assistants. Detailed tracking records are kept which includes data that identifies progress over time in literacy and numeracy. These procedures identify where interventions have succeeded and enable the headteacher and her staff to plan appropriate levels of ongoing support. Agreed interventions are reviewed and evaluated. The headteacher together with staff should now strengthen the monitoring and evaluation of learning and teaching to further develop learners' meaningful involvement in reviewing their progress.

2.2 Curriculum: Learning pathways

■ The school has a well-developed and thorough rationale for the curriculum which has been established in consultation with all stakeholders. It takes account of the local context and the work of the school is well embedded in the local community. It may now be helpful to consider, through the identification of appropriate evidence, how far the curriculum is successful in realising the school's recently revised vision, values and aims. Staff should continue to develop the school's three year plan for delivering the curriculum in order to ensure breadth of coverage of experiences and outcomes across the curriculum.

■ Progression pathways, which have been developed by Stirling Council, are in place across all curriculum areas. These are being used by teachers to develop their planning to ensure that all children make appropriate progress in their learning. At present, they are helping to ensure that most children are making good progress in literacy and numeracy. We have discussed with staff how they might now develop appropriate ways to ensure all children experience appropriate progression and breadth in their learning across all curriculum areas.

■ Curriculum planning takes account of national advice, including the CES entitlements. There is a clear framework for learning French and Spanish in order to fulfil responsibilities in relation to 1+2 modern languages. Staff have a considered approach to IDL which involves children in asking 'big questions' about areas of potential interest to help to plan learning. We have discussed with teachers how they might develop their use of holistic assessment to ensure that IDL provides appropriate opportunities for children to experience and evidence additional breadth, challenge and application in their learning.

■ There is a wide range of partnership work which is supporting the development of the curriculum. Individuals and organisations in the local community are engaged effectively in supporting or providing opportunities for children to learn a variety of skills in different contexts. These include orienteering, cooking, sport, performance arts, writing, digital and science, technology, engineering and mathematics (STEM). Staff and parent groups have arrangements in place to ensure that all children are able to participate fully in these activities. Through these activities, children are developing their understanding of roles and skills in relation to work. The approach to inclusion helps to ensure that stereotyping is challenged and there are no gender barriers to participation in any activities.

■ The school provides two hours of high-quality physical education for all children. We have discussed with the headteacher how approaches to religious education and religious observance can be developed more fully to support children's understanding of this dimension of human experience. Learning in these areas can also support the development of children's understanding of diversity, equality and awareness of global issues.

2.7 Partnerships: Impact on learners – parental engagement

■ Parents and carers feel well-informed about children's learning and many comment positively on the effectiveness of support provided by staff for their child. Staff undertake a variety of activities to help parents and carers to better understand and support their child to learn. They have provided parents and carers with information and resources in relation to recent interventions designed to improve children's attainment in literacy and numeracy. Parents are due to come into classes for co-learning in maths to be followed by a similar approach to support learning in literacy and health and wellbeing. Staff should continue with plans to develop such opportunities to engage parents and carers in supporting children's learning more directly.

■ There is effective partnership working with families and communities to close the attainment gap. For example, the educational psychologist, outreach teams for autism spectrum disorder and additional support needs (ASN) and support staff in school provide targeted support for children with identified needs. A range of parents and partners support learning across the curriculum, including outdoor experiences such as the 'hidden glen safari' which links to work, and developing an understanding of the roles of enterprise and employment in the local community.

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	

■ There is a caring and nurturing environment within the school, reflecting the recently revised vision and values. Staff know children, their families and the communities they come from very well, and as a result are sensitive in their approach to ensuring children's wellbeing. The school's ethos supports the development of positive relationships well. All staff have attended nurture training and staff and children have developed new procedures for promoting positive behaviour. As a result, staff and children are becoming more skilled in applying their understanding of managing and supporting relationships and friendships when issues arise. Children feel safe, valued, listened to and respected. They feel that their opinions are valued and acted upon.

■ The school is developing its curriculum in relation to health and wellbeing. The local authority framework for progression is helping teachers identify coverage of experiences and outcomes. The promotion of emotional and mental wellbeing, together with a clear commitment to developing pupil voice, are clear features of the life and work of the school. This is helping children to build positive relationships with each other and to increase their self-esteem and confidence. The headteacher has identified the need to evaluate the effectiveness of the school's approaches to health and wellbeing, and to track children's progress across all themes. A useful next step in relation to this would be to consult with children on their learning in health and wellbeing. This would help the staff identify successes of the school's approach and any gaps in provision.

■ Staff are developing the use of wellbeing indicators to help children reflect on their health and wellbeing. As a result of this initial work, staff and children have started to identify priorities for improvement. Staff and children should further develop this approach and embed it as a more regular feature of the school's approach to ensuring wellbeing. This will strengthen procedures to building knowledge and understanding and evaluating children's progress in relation to health and wellbeing.

■ There is very effective teamwork in place to meet children's learning needs. All staff involved in children's learning have termly meetings with the headteacher to discuss the progress all children are making in their learning. During these meetings, they identify, evaluate and agree interventions to overcome barriers to learning and consider the most effective approaches to meeting children's needs. The support for learning teacher and pupil support assistants provide very effective support to help children in their learning. Children support each other well in their learning, and older children lead younger children very effectively in a variety of core learning and club activities. In leading initiatives such as the 'friendship charter', children are increasingly taking responsibility for how school values inform their daily experiences.

■ The headteacher and staff are all fully aware of their roles in relation to statutory duties and they provide high quality planning for staged intervention. As a result of the school's

commitment to securing the best outcomes for children experiencing barriers to learning, a range of high-quality, targeted supports are in place. There are clear procedures in place to identify any barriers to learning which individual children may face. Planning is supported very effectively by partners including the educational psychology service, speech and language therapy, the local high school, family support services and the pupil support service. The headteacher very effectively coordinates planning with these partners to ensure that the most beneficial support is in place for individuals. As a result, children who require additional support have effective plans in place. These are reviewed regularly in consultation with children, parents and carers to ensure agreement about progress and next steps.

- Children learn about a range of different religions through religious and moral education and at assemblies. As a result they have a good understanding of world religions and associated festivals and beliefs. Children should now be given more opportunities to reflect on their developing understanding of moral and ethical issues through a strengthened programme for religious observance. Gender equality is promoted through the school's work on developing the young workforce and STEM. The headteacher has identified the need to explore how children can be best supported to extend their learning in relation to issues of diversity and equality. Staff could, for example, be more proactive in ensuring that displays around the school reflect and promote diversity and equality. The school's emerging curriculum model should ensure that children are given regular opportunities to explore issues relating to discrimination and injustice.

- Opportunities for children of all ages to be more involved in influencing school improvements and the life of the school have been extended this session. All children are members of one of four school decision-making committees. These committees are providing children with valuable leadership opportunities. Children took part in short-term focus groups such as planning and presenting a Community Café, and developing the learning hub. Both these projects had noticeable and beneficial end products, of which children are proud. All children take part in a termly review of school improvement priorities. Children can identify where this has had a positive impact on their learning experiences. Children say that they feel a sense of ownership of processes to involve them in decision making. They are happy with how they have been given the opportunity to be independent and responsible in making decisions. Staff should continue to further develop pupil decision making to fully embed these into the school improvement process.

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	

■ The analysis of attainment data at Strathyre takes account of the small and varying numbers of children at each stage year on year.

Attainment in literacy

■ Overall, children are making good progress in their learning in literacy. Most have shown improvement in reading and writing in recent months as a result of focused interventions and planned improvement activity by staff. Most children are achieving the expected level in reading, writing, listening and talking at all stages.

Reading

■ Most children are confident in reading. At the early level, most children can hear and recognise different sounds made by letters and combinations of letters. They use their knowledge of sounds, letters and patterns to read words. Most can read familiar texts aloud. They engage with texts read to them and can ask and answer questions about texts. Children at the first level read with expression and demonstrate understanding when reading fiction and reading for information. They demonstrate understanding of Scots language terms in writing and poetry. They can identify the main ideas in a variety of texts and recognise the difference between fact and opinion, for example, in recognising the key features of persuasive text. At the second level, most children read fluently and with appropriate expression, pace and tone. They can apply different skills and strategies to understand texts, for example, scanning, predicting and summarising. Using these skills, they can identify key information and the purpose and aims of texts they read. Most children can discuss their favourite author and describe the key characteristics of their style and genre which they enjoy most. A few children would benefit from more regular opportunities to experience increasing challenge in their reading across a variety of texts.

Writing

■ At early level most children form lower case letters legibly when writing and are developing sentence writing. They can recall simple stories and order the stories correctly. They can write to convey ideas, for example, in using props imaginatively or explaining their designs made with building bricks and other materials. At first level, most children can structure a story and write creatively using adjectives and a range of punctuation, including exclamation and questions marks. They can add interest, for example, through good description of places and characters. Most children can create text for a variety of purposes. They can plan and organise their ideas effectively using a range of different formats, including story mapping and planning, mind maps, character profiles and writing frames. Their writing is organised in a logical order which is appropriate to the purpose, context and audience. Children at the second level are building on these skills by regularly creating texts for a range of purposes and audiences. They are effective in selecting the appropriate genre, form, structure and style, for example, in persuasive or instructional writing and formal and informal letter writing. They organise and

present ideas in a logical way and make appropriate use of grammar and punctuation to communicate clearly and effectively. Staff should continue to monitor the impact of interventions to improve writing and build on these to secure improved outcomes for children.

Listening and talking

- Children at early level engage in watching, reading and listening to different texts. They can share their ideas with other children in their group or class. They follow simple instructions but do not always demonstrate effective listening skills. Children at the early level would benefit from a more structured approach to learning and using talking and listening skills. At first level, most children can take turns and contribute at appropriate times when engaging with others. They communicate clearly and respectfully and can share ideas and use information in ways that are logical and appropriate. They can identify the main ideas of spoken texts, make notes and use information gathered for specific purposes, for example in regular news reviews or trips outdoors or to events. Most children at second level are articulate and express themselves clearly and confidently. They demonstrate respect for others when talking and can recognise and apply verbal and non-verbal techniques effectively when speaking. When listening to spoken text, most children can make relevant notes in their own words and use these to create new texts for a range of purposes. They can respond effectively to literal, inferential and evaluative questions to demonstrate their understanding of spoken text. Children across the school would benefit from helping to develop clear criteria for recognising high-quality listening and talking in a variety of contexts.

Attainment in numeracy

- Most children are making good progress in numeracy and mathematics. Children enjoy their learning in numeracy and are motivated by the practical and discursive activities planned for them. The school's recent focus on moderation of standards and the use of newly introduced practical resources is supporting improvements in learning and teaching. As a result teachers are planning learning activities that help children's understanding of numeracy and mathematical concepts.

Number, money and measure

- At early level most children can count forwards and backwards from a given number up to 20. A few can count on beyond 20. Most can add and subtract mentally to ten. They can count and recognise coins and know their value. Children read analogue and digital o'clock times. At first level children can multiply and divide whole numbers by ten and 100. They can use multiplication and division facts to find fractions of whole numbers. Children are gaining confidence in calculating the area of simple shapes using square grids. Most children working within second level can solve problems involving whole numbers using a range of methods. They can calculate simple fractions of a quantity. They can multiply and divide decimal fractions by ten, 100 and 1,000. They can explain how to measure the radius and diameter of a circle. Children across the school should be given more opportunities to practice their mental agility skills including recall of times table facts. There is scope to develop the application of children's numeracy and mathematical skills within the many real life contexts for learning that the school provides.

Shape, position and movement

- At the early level, children can recognise and describe common 2D shapes in the wider environment. They are gaining confidence in using the language of position and direction. At first level, most children can use mathematical language to describe the properties of 3D objects. Most children can recognise right angles and know the points of a compass. Children working within second level can apply their knowledge of supplementary and complimentary angles to calculate missing angles. They are gaining in confidence in accurately measuring and drawing angles.

Information handling

■ Children at all stages are developing their understanding of collecting information and displaying it in a variety of ways. This includes use of tally charts, bar graphs, Venn diagrams and trend graphs. By second level, children can explain their understanding of the most appropriate way to display data for a specified purpose. Children across the school are beginning to gather, organise and display data within the various real life contexts within which the children at the school learn. Staff should continue to provide children with regular opportunities to apply their learning in this way.

Attainment over time

■ Data from the last three years indicates that attainment in literacy and numeracy has largely remained at relatively steady levels with most children attaining as expected. There are clear strategies in place to raise attainment in reading and writing. These are beginning to support improved outcomes for learners in these areas. Staff are increasing their confidence in the use of a wider range of data to identify the impact of their improvement activities. We have discussed with staff how they can refine further their approaches to raising attainment in listening and talking and numeracy. We have also discussed ways in which children's progress in health and wellbeing and other curriculum areas can be best evidenced.

Overall quality of learners' achievement

■ The school offers a wide variety of wider achievement opportunities for children at all stages. These include activities in enterprise, arts, performance, crafts, STEM, cooking, sports and robotics. Individual and group achievements are celebrated well in the school and local community. The 'Strathyre Grows Learners' vision pulls together achievements in relation to developing the young workforce (DYW), STEM ambassadors, outdoor learning, trips and visits and representing the school, for example in local competitions. Individual achievements are celebrated in class, through assemblies and Star awards, with examples on display in the school of improved school work. Children recently wrote a series of feature articles about the school for the local community magazine. Through these wider achievement activities, children are developing their skills and confidence in relation to the four capacities. The recent introduction of learning logs has the potential to be extended to monitor the development of learners' skills and their articulation of these across their learning and their wider achievement activities.

Equity for all learners

■ Staff have a clear understanding of the local factors that may impact on attainment. The community ethos is a strength of the school. All members of the school community demonstrate a high level of respect and understanding of needs and this is evident in the effective approaches to inclusion. Effective use is made of inclusive strategies across the school to improve participation and ensure that children do not miss out on opportunities. Staff employ a variety of interventions to reduce disadvantage and raise the attainment of learners with ASN or protected characteristics. These include provision of transport to events, school uniform swap shop and fundraising to enhance children's learning experiences. Lunchtime clubs are being provided and led by children in response to children who are unable to attend activities after school. As a result, all children have appropriate opportunity and support to engage in wider achievement activities and in the life of the school and its community.

Choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

■ Staff know children as individuals very well and are highly reflective in their approach to identifying, organising and providing supporting. There are effective assessment systems in place to identify learning and wellbeing needs. Interventions are sensitive to the needs and feelings of children and take account of any issues or personal circumstances as appropriate. There is strong team working between the staff, and with parents and partners, to secure positive outcomes for children. All school systems ensure that there is early identification of the need for personalised support and appropriate interventions are put in place timeously.

■ Partners value their input in relation to meeting the needs of children and believe this to be very well managed by the headteacher. They contribute in a measured and appropriate way to planning approaches to ensure positive outcomes for children receiving targeted support. The headteacher has a well-judged approach to managing partner engagement which is ensuring the well-timed and effective targeting of specialist involvement.

■ Staff have been successful in planning and managing enhanced transitions between stages of education for children. These have ensured that children do not experience gaps in learning as a result of changes in circumstances and environments. Effective arrangements are in place to support enhanced transition into secondary for those children who require additional support to prepare.

■ Support staff work very well collaboratively with teachers to provide well-coordinated and planned personalised support to groups of children and individuals. This includes well-informed communications on children's progress amongst staff which ensures that daily support is appropriate to changing needs. As far as possible, personalised support is provided within the class environment during the normal course of learning. This ensures that children feel included and valued as part of the learning community.

■ Robust processes for tracking and monitoring the impact of interventions are in place. These are managed effectively by the headteacher in order that she can plan strategically to ensure the most appropriate level of personal support is offered and put in place. As a result of the effective processes for planning and reviewing support, there are positive outcomes for individual children who are experiencing challenges to their learning and wellbeing.

■ Children feel that they are listened to and that their opinions are valued. However, they would benefit from more regular opportunities for one-to-one discussion with a key adult to review their learning and plan next steps. Children engage well with individual learning and achievement profiles, although these could be used more effectively to support children to take more ownership of their progress.

■ Most learning activities are differentiated to meet the needs of learners. Teachers should devise ways of minimising teacher-dominated class activity to ensure that they can provide more regular targeted support within the classroom on a day-to-day basis. Teachers should develop their questioning skills further in order to support and challenge all children in developing their higher-order thinking skills.

Practice worth sharing more widely

- Ways in which all stakeholders are being empowered to engage in effective partnership working to support children and improve their learning outcomes.

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.