

Summarised inspection findings

Sanquhar Primary School

Dumfries and Galloway Council

25 June 2024

Key contextual information

Sanquhar Primary School is a non-denominational primary school serving the town of Sanquhar and surrounding rural area. It includes a local authority learning centre provision for children who require additional support with their learning. The school roll is 166 children arranged across seven primary classes and two classes in the learning centre. The headteacher has been in post for two years. The headteacher is supported by one full time equivalent (FTE) principal teacher and 0.8 FTE acting principal teacher.

There are 7% of children attending the school who live in Scottish Index of Multiple Deprivation 1 and 2. There are 37.35% of children who require additional support for learning.

Sanquhar Nursery was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school and learning centre stages.

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

- The school has experienced significant changes to the senior leadership team in recent years. There have been four headteachers and an acting headteacher leading the school over the past six years. The appointment of the current headteacher, two years ago, has brought much needed stability to the school.
- Since their appointment, the headteacher has worked with the whole school community to develop positive relationships and a warm ethos across the school. Senior leaders developed the vision and values successfully following appropriate consultation with staff, parents and pupils in session 2022/23. The shared vision and values reflect the current school context well. The vision of 'learning together to reach our goals' is driven by the school values of 'respect, effort, achieve, community and honest'. All staff promote the vision and values well through the use of visual displays, assemblies and class challenges. Almost all children demonstrate these values effectively in their relationships with each other and with staff. As a result, children learn in a calm, welcoming learning environment.
- There are important weaknesses in leadership of change across the school and the pace of change continues to be too slow. The local authority needs to take prompt action to support senior leaders to improve how all staff identify and implement key areas for school improvement. This includes increasing the overall pace of change and reviewing all senior leader remits.
- Staff are at the early stages of engaging with How good is our school? 4th edition to evaluate the work of the school. Senior leaders gather teachers' views about current practice and

suggested next steps needed to improve the work of the school. They ask parents, children and partners regularly for their views about the school. Senior leaders do not yet evaluate this data robustly, or link it with data gathered in monitoring activities, to identify priorities for school improvement. They must now strengthen further their use of data to increase and improve change across the school. For example, through classroom observations and self-evaluation they identified a need to improve key features of effective learning and teaching, such as questioning. However, this has not been taken forward as a priority in the school improvement plan. All teachers welcome the opportunity to engage in working parties to take forward improvements identified in the school improvement plan. However, they do not yet have clear action plans for each area with specific targets planned against agreed timescales. This academic session there have been too many targets within the priorities for improvement. This has led to a significant amount of these targets not yet being fulfilled. Senior leaders should now ensure school improvement priorities have clear, measurable targets which are reviewed regularly by all staff, using robust evidence. Senior leaders must develop rigorous action plans for curriculum development activities across the year to ensure improvement action plans are addressed fully and timeously.

- Senior leaders need to develop a clear strategic approach to improve the quality of learning and teaching across the school and raise attainment for all children. Senior leaders must implement a range of quality assurance activities consistently, such as high-quality observations of learning and teaching and monitoring of children's work. Senior leaders, working alongside staff, should identify clearly individual and collective next steps to improve learning and teaching and raise attainment of all. Progress towards achieving these improvements should be monitored regularly.
- A minority of children take part in leadership groups, such as house captains and the pupil council. Children involved in these groups are proud of their roles and support events organised by the school. For example, the pupil council selected merchandise to be sold at a children's charity event. Peer mediators work effectively with those children who find maintaining positive relationships in the playground challenging. Children say this is helping them to have a calm playground where most children play together successfully. There is a need for senior leaders to ensure leadership groups have clear action plans which are reviewed regularly in order to drive forward their priorities. Senior leaders need to support all children to be involved in robust evaluation of the work of the school. This should help all children to have a greater voice and ownership of school improvement priorities.
- Senior leaders benefit from a high level of support from the parent body. There has been significant growth in the membership of the Parent Council in the last two years. The Parent Council identified they would like to take a greater role in curriculum development. They have recently formed a curriculum development group. As planned, the headteacher needs to work closely with the parent curriculum group to involve them fully in ensuring children receive their full entitlement to a broad general education.
- All teachers have engaged in professional review and development meetings with senior leaders. Staff should ensure they are developing a range of skills to further their own practice whilst also developing school improvement priorities. All teachers are committed to continuous professional learning. Senior leaders should now lead engagement with educational reading and research to improve teachers' understanding of learning and teaching leading to positive outcomes for learners. Teachers are keen to share good practice with each other and work well as a team.
- Almost all staff have a clear understanding of the social and economic context of the school. The headteacher has developed a plan for the use of Pupil Equity Funding (PEF) to support raising attainment across the school. This includes funding the provision of learning assistants

to provide targeted interventions and purchase of resources. These resources support children's wellbeing and improved communication with parents. As a priority, senior leaders now should use data more effectively to identify the poverty related attainment gap and inform the strategic planning for the use of PEF. They need to monitor data robustly and accelerate progress towards closing the poverty related attainment gap. In addition, they should ensure all staff, children and parents are fully consulted on how PEF is used each year.

2.3 Learning, teaching and assessment

weak

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 the school almost all children behave well. Teachers use praise well to promote positive behaviour. This helps almost all children to demonstrate respect to each other and to adults. All staff value children and encourage them to contribute effectively to the life of the school and the wider community. Most children are learning about children's rights well in class and in assembly. The school has achieved accreditation for its work on children's rights. Children are beginning to identify meaningful links between the school values and children's rights. Older children talk confidently about these links. They successfully link the right to an education with the need to behave and demonstrate respect to each other. A group of older children take on roles successfully as peer mediators. They talk with pride of the mediation work they do and how it helps children to behave. They worked with the headteacher successfully to develop their skills in engaging other children in positive play and resolving minor disagreements. This results in most children playing well together and displaying positive behaviour at break times.
- Staff do not yet have a shared understanding of the key features of high-quality learning and teaching. There is a need for prompt, planned action to improve learning and teaching across the school. All staff should work together to develop a clear set of expectations to ensure all children experience high-quality learning and teaching. This should help staff to identify and share effective practice across the school and improve the quality of learning and teaching.
- Across the school, most children are keen to learn and engage appropriately when given the opportunity to learn collaboratively. However, almost all lessons are overly teacher led. In most lessons, children are too passive in their learning. Children need more opportunities to learn in high quality activities in pairs and groups and to lead their own learning. In the minority of lessons, teachers provide appropriate activities which meet the needs of all learners. Teachers direct most lessons to the whole class. They should provide a range of learning activities which meet the needs of all learners, including sufficient challenge for all children. In most lessons the pace of learning is too slow. Teachers are at the early stages of developing their learning environments. Senior leaders need to support teachers to review their environments fully to ensure they best meet the needs of all learners.
- In most lessons, teachers are beginning to share the purpose of learning and how children will know if they have been successful. This information is not always skills based or clear enough for children to fully understand what is expected of them. Children are not yet involved in identifying for themselves how they will know if they have been successful in their learning. In the majority of lessons, teachers' explanations and instructions are clear. In all classes, staff use mostly closed questions to establish children's knowledge and understanding. Teachers should now use a broader range of questioning techniques to deepen children's thinking skills and develop their understanding further.

- Most older children use digital technology well to enhance their learning when given the opportunity to do so. Most teachers use digital technology successfully, such as interactive whiteboards, to support whole class lessons. All teachers have engaged well with professional learning to support their knowledge and understanding of digital technology as a tool for learning and teaching. Older children use green screens, stop motion, coding and programmable toys effectively to support their learning. Children, who require additional support with learning, use a range of digital technologies effectively to access learning more easily. For example, a few children make effective use of digital pens to help them to access texts more easily.
- Teachers are at the early stages of implementing a play-based approach to learning across the early level. Children do not yet access a range of well-planned and responsive play activities which support them to extend their learning. Teachers should engage with national practice guidance and observe good practice beyond the school. This should help them further develop the learning environment, quality of children's experiences, and interactions between staff and children.
- The majority of teachers provide a range of written and verbal feedback to children about their work. This feedback is not of a consistently high standard to help children know what they have done well or how to improve. Staff need to develop their use of high-quality feedback to help children to become skilled in identifying next steps, build on prior learning and make regular and consistent progress.
- All teachers use a range of summative and standardised assessments to identify gaps in children's learning. Senior leaders should involve staff in developing a clear, whole school assessment framework. Teachers need to plan assessments which allow children to demonstrate their knowledge and understanding, skills, attributes, and capabilities in different contexts across the curriculum. All teachers have taken part in moderation activities, within the school and with associated cluster schools, with a focus on writing and numeracy. This is helping them develop a shared understanding of national expectations.
- Teachers plan children's learning across the curriculum using Curriculum for Excellence (CfE) experiences and outcomes across different timescales. Teachers make effective use of progressive learning pathways in literacy, numeracy and physical education to plan learning for groups of children. They do not plan robustly for all other curricular areas. A few children are beginning to identify what they already know and what they would like to learn next within a chosen context for learning. Teachers should help all children to identify their progress and next steps for learning. This should help children to have greater ownership of their learning.
- The headteacher has regular attainment meetings three times a year with class teachers. Together, they use data gathered to identify gaps in children's learning in literacy and numeracy and provide targeted interventions. They do not yet use this data effectively to identify gaps in attainment between cohorts of children. Moving forward, senior leaders should plan strategies to close the gaps between cohorts of learners, including those affected by financial hardship. All staff must ensure that all actions identified in attainment meetings to support children's learning are addressed and reviewed regularly.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression learning pathways in literacy, numeracy and physical education to plan for children's learning. These pathways are linked to CfE experiences and outcomes. This is helping teachers to plan appropriately and assess children's progress in these curriculum areas. Teachers need to develop progression pathways for all curricular areas to ensure all planned experiences build on children's prior learning. This should support them to plan learning that builds on what children already know and can do. Teachers should develop annual overviews of planned experiences to ensure all children experience their full entitlement to depth, breadth and progression in their learning across the curriculum. All teachers now need to review how they plan learning which makes links across the curriculum. They should ensure that children are taught discrete skills which they can then demonstrate in relevant and new contexts. Staff need to develop a progression framework to support planning for the progression of children's digital skills. This should help all children to improve their digital skills in a more progressive way which will further enhance learning.
- There are strong, working links between the school and the local community. For example, children enjoyed visiting the local newspaper office to learn about printing and production of The Nithsdale Times. Children engage well with parents and the local community to bring about positive change to the town. They recently shared their views about what they would like to have in the new town playground and these views have been considered in the planning for the playground. Teachers need to link these activities better to the experiences and outcomes within curriculum areas. They should help children identify the skills they are developing, such as communication and teamwork, and link these to skills for learning, life and work.
- All children experience two hours of high-quality physical education each week. There are regular opportunities for children to participate in sports opportunities with external coaches. All children receive their entitlement to 1+2 modern languages. Across the school children are learning French. In P5 – P7 children are also learning Spanish. Teachers use vocabulary planners for French and Spanish to ensure children are building on their prior learning each year.
- All children regularly access the school library to select books to read for enjoyment. They engage well with online quizzes which identify their recall and understanding of the texts. This is having a positive impact on children's attainment in reading.
- Children benefit from planned programmes to support them as they move from nursery to P1 and from P7 to S1. Teachers need to improve the information they share at points of transition within the school to help all children make the best possible progress.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents welcome the recent introduction of an online application to share information about children's weekly learning experiences. They receive regular helpful feedback about how their child is learning and progressing. Most parents value this online communication and say it provides a positive link in supporting learning at home. They use it effectively to share information about children's achievements out of school. This is helping children to recognise and be proud of their achievements in and out of school.
- The headteacher asks parents regularly for their views about the work of the school. Senior leaders inform parents about key priorities for school improvement planning through partnership with the Parent Council. They now need to help all parents to identify links between self-evaluation and identification of key priorities for school 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

satisfactory

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 warm, respectful ethos across the school. Children have positive relationships with adults and each other. All children learn in a nurturing and inclusive environment. Almost all children say that the school helps them to understand and respect others. Teachers identify a few children who require support to regulate their behaviour and emotions. These children are developing well their skills of working in small groups through planned nurture interventions. They demonstrate turn taking and sharing effectively.
- Most children feel safe in school and say they have someone they can talk with if they are upset or worried. They identify a trusted adult confidently and welcome the opportunity to speak with peer mediators when required. Across the school, children talk in detail about ways to keep themselves safe. For example, older children can give examples of how to stay safe online.
- Almost all teachers have engaged in professional learning about communicating with children who require additional support with communication. Children who require support benefit from staff using visual communication symbols consistently across the school. This helps all children to share their feelings and follow simple instructions well.
- All children engage in a range of activities to help them to be active in school, such as after school clubs and using the range of newly purchased playground equipment. Children describe how teachers help them to be healthy. Most children make healthy choices when self-serving side dishes at lunchtime and can explain sugar has a detrimental effect on their teeth. All children enjoy celebrating each other's achievements in assemblies and online. Teachers have made a positive start to help children to identify their emotions and use strategies to deal with challenging emotions. They are developing a consistent approach to this across the school through the recently introduced emotional awareness programme. Most children use strategies well to regulate their emotions and this is leading to children who are settled and ready to learn. Children do not yet use the language of wellbeing regularly or with confidence. Teachers need to support children to develop further their understanding, and use of, the language of wellbeing. This should help all children to discuss and evaluate their wellbeing with confidence.
- A few children benefit from targeted interventions to support their emotional and social skills. This is helping them to develop their skills to share and take turns effectively within small groups. Teachers have recently used a standardised assessment tool to assess those children's emotional and social skills. They must take prompt action to use this information to identify specific, measurable targets to help plan the work in targeted interventions.
- Most children are developing their knowledge and understanding of relationships, sexual health and parenting through the use of a planned programme linked to CfE experiences and outcomes. Children in P3 enjoy regular visits from a mother and baby throughout the year and

can describe changes in the baby's development as he is growing. Staff need to ensure all children experience breadth and progression in their learning about health and wellbeing. Staff do not yet assess and track all children's wellbeing. They should identify how they will assess and track children's wellbeing as they develop the wellbeing curriculum. This should help them to provide high quality wellbeing support for all children.

- All staff understand and fulfil their statutory duties in relation to child protection and safeguarding. They engage regularly in appropriate training and understand clearly school systems and procedures. Children who require additional support, including those affected by poverty, are identified and teachers have clear information about their needs. There are regular meetings for children who require individual education plans (IEPs). Teachers write these plans in consultation with parents and children. All teachers have engaged recently with training in writing IEPs. They are developing a shared understanding IEPs through moderation with other staff. They should ensure that children's targets in additional support for learning plans and IEPs are specific, achievable and measurable within a given timescale. Teachers should identify and monitor children's progress against their individual targets for learning. This should help them to ensure that all children with IEPs make better progress in their learning.
- The headteacher monitors children's attendance regularly. Senior leaders have clear processes in place to ensure children's safety if they are absent from school. A few children have persistent absence of 10% or more. The headteacher maintains regular communication with the families of these children to support attendance in school. Senior leaders need to ensure clear plans are developed to support these children to improve attendance and that these plans are regularly reviewed with families. Across the school attendance is in line with the national average. There have been no instances of exclusion in recent years.
- Most children and parents say the school deals well with bullying or that they have never experienced bullying. Older children describe well the different types of bullying such as physical, verbal or emotional and that it can occur in person or online. This helps them to ensure they are kind to each other most of the time. The headteacher must ensure that any incidents of alleged bullying or bullying are recorded in line with local and national guidance. Staff are beginning to review their anti-bullying policy to ensure it fully reflects national guidance.
- All children engage in religious observance at key times of the year, such as Christmas and end of year services. All children learn about features of Christianity and other world religions each year. Children can identify specific festivals such as Eid, Diwali and Easter and religions such as Judaism and Islam. Staff need to develop a progressive religious and moral education programme to ensure all children experience breadth and progression in their knowledge and understanding of Christianity and other world religions. Children are beginning to develop their knowledge and understanding of racism, diversity and equality. Older children explain confidently the need to treat all people fairly and respect each other's differences. Staff should now review resources across the school to ensure they reflect fully the diverse nature of the global society.

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

- Overall attainment in literacy and English is satisfactory. Almost all children in P1 and most in P4 and P7 are on track to achieve expected CfE levels in listening and talking by June 2024. Most children in P1 are on track to achieve expected CfE levels in reading and writing by June 2024. The majority of children in P4 and P7 are on track to achieve expected CfE levels in reading by June 2024. The majority of children in P4 and most in P7 are on track to achieve expected CfE levels in writing by June 2024.
- Overall attainment in numeracy and mathematics is satisfactory. Most children in P1 and P7 and the majority in P4 are on track achieve expected CfE levels in by June 2024. Across the school there are a minority of children who are capable of achieving more in literacy and numeracy.

Attainment in literacy and English

- Across the school most children make satisfactory progress in all aspects of literacy and English. Most children who require additional support with their learning in literacy are making appropriate progress against their individual targets.

Listening and talking

- Across the school, most children answer questions from other children and adults appropriately. At early level, most children recognise and say rhyming words. They now need to develop consistent skills in listening carefully when others are talking. At first level, most children take turns and contribute appropriately and respectfully in group discussions. They speak clearly and audibly and share information logically. They should develop their skills further in taking notes from spoken texts. At second level, most children share and justify their views clearly and with confidence. They listen carefully to the views of others and build on these with their own opinions. A few children at second level need to develop their confidence further when speaking with unfamiliar adults.

Reading

- At early level, most children read from left to write and top to bottom. They use their knowledge of sounds, letters and patterns to read unfamiliar words. They should develop their retelling of familiar stories in a range of play experiences such as role play. At first level, the majority of children explain key features of texts such as the title, author, and illustrations. They use this well to help them select texts to read. At second level, children display a love of reading. They explain why they choose books by selected authors with detail about characters, settings and styles. They can explain how they would skim and scan texts to help them find information. At first and second level, most children need to develop further their skills in using expression when reading aloud.

Writing

- At early level, most children are beginning to write simple sentences with support, starting with a capital letter and ending with a full stop. They are beginning to form letters correctly. They need to use their writing skills more regularly in a wider range of play and real-life contexts. At first level, the majority of children start sentences using a range of vocabulary to engage the reader. They create simple fact files and reports about people and places making good use of adjectives to enhance their writing. They need to develop their use of conjunctions to join and extend sentences. At second level, children explain confidently the features of persuasive writing. They write for a range of purposes such as writing simple biographies, and reports of historical events. The majority of children use paragraphs effectively to separate their thoughts and ideas and to organise information in a logical way. A few children, who require additional support make effective use of digital technology to support their writing. At first and second level, children need more regular opportunities to write extended texts for a range of purposes. They need to improve their handwriting and presentation of their work.

Numeracy and mathematics

- Overall, most children make satisfactory progress in numeracy. Most children who require additional support with their learning in numeracy are making appropriate progress against their individual targets.

Number, money and measurement

- At early level, most children identify and recognise numbers from 0-20. They are developing an understanding of money and its importance in everyday lives. Children need to develop their skills in naming the days of the week and months of the year in sequence. At first level, the majority of children round numbers accurately to the nearest 10 and 100. They are confident in identifying coins and their values and carry out simple calculations involving money to calculate change. At first level, children should develop their understanding of division. At second level, most children are confident in mental calculations. They use appropriate multiplication and division facts well. They are beginning to solve simple algebraic equations. At all stages, children need to develop their skills in solving numeracy and mathematics problems in real-life situations.

Shape, position, and movement

- At early level, most children recognise, describe, and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects. At early level, children compare and describe heights well using everyday language, including, taller, tallest, smaller, and smallest. At first level, children are beginning to code programmable objects to follow directions. At early and first level, children should develop their knowledge and understanding of measure. At second level most children are confident in describing a range of angles. They describe 2D shapes and 3D objects using appropriate vocabulary, such as radius and diameter. At second level, children need to demonstrate the relationship between 3D objects and their nets.

Information handling

- At early level, most children match and sort items by colour, shape and size. They use simple bar graphs to interpret information. At second level, most children collect, organise and display data accurately in tables, pie charts and graphs. Across the school, all children need to develop their skills in handling information appropriate to their age and stage.

Attainment over time

- Since session 2022/23, senior leaders and teachers track children's progress in literacy and English and numeracy and mathematics three times each year. Data indicates an increase in children's attainment over the course of the school year. However, this increased attainment is not sustained following the summer break. In the subsequent months, children's progress and

attainment returns to and exceeds prior levels. Teachers do not share sufficient information about children's attainment or progress at points of transition within the school. Almost all children could be making greater progress. Children are making satisfactory progress over time. Senior leaders and teachers must review processes for sharing information about children's progress at points of transition. They need to support children to overtake any dips following transitions between classes more quickly.

Overall quality of learners' achievements

- Staff celebrate children's achievements both in and out of school through assemblies, digital applications, displays and local newspapers. A few children have leadership roles, such as house captains and the pupil council. As a next step, staff should ensure that all children have opportunities to develop the skills of leadership and ensure that this supports school improvement priorities.
- In all classes, children participate in a wide range of activities in school and within the wider community. This allows them to demonstrate a range of skills and attributes, such as teamwork through sports and creativity in music and poetry. All children participate in a skills afternoon where they are offered personalisation and choice in their learning. Senior leaders need to track and monitor children's participation in achievement opportunities and the skills they are developing. This should help staff identify children who are at risk of missing out.

Equity for all learners

- The headteacher and staff have a clear understanding of the social and economic context of the school. The headteacher has taken appropriate steps to reduce the cost of the school day. For example, families benefit from a food bank and uniform swap shop.
- The headteacher uses PEF to enhance staffing to raise attainment in literacy and numeracy through targeted interventions for children who require support with their learning. The headteacher should use data gathered to identify gaps between cohorts of learners, such as those impacted by poverty. This will support staff to monitor how effectively they are accelerating progress towards closing the poverty related attainment gap.

Quality of provision of Special Unit

Context

The Learning Centre (LC) within Sanquhar Primary School supports children requiring a range of additional support from across the upper Nithsdale area in Dumfries and Galloway. There are two classrooms. One provides a play-based environment for children and the other, a low-stimulus classroom environment. Children also have direct access to a sensory room and hydrotherapy pool. The LC has shared use of the nursery outdoor play area, school grounds and an indoor play area.

There are currently 13 children in the LC, ranging from P1 to P7. A few children access learning across both the LC and primary classes, as appropriate to their needs. Following the secondment of the principal teacher, an acting principal teacher was appointed in January 2024 to lead the LC. The move to a two-teacher staffing model this session supports the provision of two classes.

Leadership of change

- Children and staff from the LC, in partnership with the rest of the school community, reviewed the school's vision, values and aims last session. Children join whole school assemblies, when appropriate, enabling them to engage in activities linked to these vision and values. Almost all staff across the school have undertaken professional learning to enhance their ability to communicate with children with additional support needs. All teachers have implemented a consistent approach to the use of visual symbols across the school. This is helping all staff to strengthen inclusive practice across the whole school community.
- Staff engage in self-evaluation activities with mainstream colleagues. These activities inform the identification of school improvement priorities. However, these priorities need to be adapted more effectively to ensure that they are relevant to the LC. Senior leaders should provide increased opportunities for LC staff to reflect on their own practice, taking appropriate account of self-evaluation frameworks. All staff should use data more effectively to identify where improvements can be made. Senior leaders should ensure that LC improvement priorities are clearly identified within the school's improvement plan. Overall, the pace of change within the LC needs to increase. Staff should continue to engage children, parents and partners in this review and development process.
- Senior leaders need to monitor more robustly the quality of children's learning experiences. This includes those lessons taking place within mainstream classes which are attended by children from the learning centre. They should also monitor closely the impact of change and improvement, including the impact of professional learning.

Learning, teaching and assessment

- All staff establish and maintain positive, caring relationships with children. Staff know children and families very well. They employ a range of effective communication strategies successfully, enabling parents to liaise with them easily. The recent introduction of a soft start to the morning routine is supporting children to engage more effectively with individualised activities.
- Children benefit from learning in a range of environments. The recent provision of grant funding is supporting the further development of the sensory room. Staff have identified correctly the need to improve the quality of the indoor learning environment. They should consider more carefully the positioning and use of displays to maximise their use. Children particularly enjoy learning outdoors and benefit from shared, but restricted access to the nursery outdoor area. There is significant potential to expand children's engagement with the local environment. Staff

would benefit from professional learning to support high quality play. Their engagement with national practice guidance would support this.

- All staff have a clear understanding of children's individual needs. They use this knowledge well to plan individual learning tasks to meet the varying needs and interests of children. Staff are flexible in the way they support children through learning activities. Digital technology is used appropriately to capture and assess children's engagement and progress. This enables staff to share learning with parents and track children's progress and engagement across different areas of the curriculum. Staff should use these digital records more effectively to reflect on the quality of learning and teaching together as a staff team. This should support them to develop a shared understanding of high quality questioning for example.
- Staff make appropriate use of CfE experiences and outcomes and the Foundation Milestones, as appropriate to the needs of individuals to inform planning. They use a body of evidence appropriately to evaluate children's progress in relation to medium-term plans. Staff recognise the need to improve the range of children's experiences to ensure they learn within and across all areas of the curriculum.
- Senior leaders should enhance procedures to monitor the progress of children who access learning between the LC and/or their mainstream class. They should ensure that timetabling arrangements and planned interventions, such as nurture, are supporting children to make appropriate progress. Staff need to take greater account of the needs of children facing barriers to learning as a result of poverty.

Ensuring wellbeing, equality and inclusion

- Children enjoy coming to the LC. They feel safe, respected and valued by staff. Staff model caring relationships. This helps children develop their social skills. Children are beginning to develop their understanding of wellbeing appropriate to their stage of development. Through the health and wellbeing curriculum, children learn how to cross a road safely, about parts of their body and the dangers of harmful substances. Children benefit from regular, timetabled access to the school hall, enabling them to develop their gross motor skills. A few children have opportunities to experience learning alongside their peers in mainstream classes. This includes in PE and reading. Staff should consider how they could better support the development of healthy food choices through snack time.
- All children have their needs identified well within an individual educational plan (IEPs). These plans contain targets which are based on literacy, numeracy and health and wellbeing. IEP's are reviewed three times a year, with the involvement of parents. Children's learning targets need to be strengthened further to ensure they are succinct and measurable. Multi-agency planning is effective in ensuring that pupil profiles contain detailed information to help staff plan to support each individual child. The recent introduction of snapshot overviews ensures all staff have a clear understanding of the specific needs of each child.
- Families benefit from robust programmes that support children to transition from nursery into the LC, and from the LC into secondary school. These support parents and children well to become familiar with new environments and begin to develop relationships with key staff.
- All staff welcome opportunities to undertake professional learning related to children's wellbeing. This supports them to understand how best to interact with children to ensure their wellbeing. For example, staff are the very early stages of increasing their confidence and skills in communication through the use of core communication boards. Staff are beginning to improve their skills in supporting children to interact and relate to other people. Imminent

planned professional learning should further strengthen staff's ability to more effectively support children to de-escalate behaviours through planning, observation and positive practice.

- Staff make use of digital platforms to record and share child protection concerns. Senior leaders need to ensure that all key decisions are recorded accurately to ensure a robust chronology is in place for each child.

Raising attainment and achievement

- The majority of children are making satisfactory progress from their prior levels of attainment. Children's attainment is evaluated using data related mostly to literacy, numeracy, and individual targets. Children's individual targets in their additional support plans are linked frequently to health and wellbeing. This data shows that almost all children are making satisfactory progress against their individual targets.
- Staff and children celebrate personal achievements through a range of school awards. Children feel a sense of pride when these are awarded at school assemblies. Staff encourage parents to share children's achievements from home and celebrate these with children in school.
- Senior leaders should review the use of PEF to ensure they can evidence how PEF is helping to improve children's attainment in the LC.

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.