

Summarised inspection findings

Hallglen Primary School

Falkirk Council

23 January 2024

Key contextual information

Hallglen Primary School is located approximately one mile south of the centre of Falkirk. The catchment area includes Glen Village, Hallglen and Lionthorn Estate. The school was opened in 1965. The school roll is currently 310. This includes 20 places provided within an enhanced provision (EP) for children requiring additional support. Places to the EP are allocated through a local authority allocation process.

The headteacher is assisted by a depute headteacher and a principal teacher. Between April 2023 and June 2023, the headteacher was seconded as interim headteacher at another local authority school. The depute headteacher assumed leadership responsibilities for the school during this time supported by the principal teacher. The headteacher had responsibility for both Hallglen Primary School and another local authority school between August 2023 and October 2023.

In February 2023, 37% of P6-P7 pupils and 82% of P1-7 pupils were registered for free school meals. Of those, P1-P7 pupils registered for free school meals and present on the day of the survey, 96% took a free school meal.

In September 2023, 77% of pupils lived in deciles 1-3 of the Scottish Index of Multiple Deprivation (SIMD) with 28% of pupils reported as having additional support needs.

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

- The headteacher is highly respected and encourages a whole school collaborative approach to leadership at all levels. She is knowledgeable about current education policy and practice and is aspirational for all Hallglen children. Senior leaders work very well together, and their skills complement each other well. Together, they provide strong, highly effective and very well-judged leadership and direction. The senior leadership team have a clear focus on ensuring children's wellbeing and meeting the needs of families. As a result, staff have developed an inclusive, nurturing and caring ethos across all parts of the school community. The ethos clearly reflects the school motto, 'Happy Pupils Succeed'.
- Senior leaders and staff have created a Children's Rights and Relationship Agreement. This clearly outlines the vision, aims and school values of 'Love, Kindness, Friendship, Trust, Ambition and Respect'. It describes the roles and responsibilities of adults and children linked to the United Nations Convention on the Rights of the Child (UNCRC). All staff embody the values through everyday actions, and this underpins the school's culture, ethos and language. Children are aware of and talk confidently about the school values. Staff and children co-created a school charter, playground charter and dining hall charter. These support the delivery of children's rights in all areas of life in the school very well.

- Most children across all year groups have meaningful leadership roles. Most children feel included in decisions that affect them. These roles include Reading Reps, Eco Group members, Digital Leaders, Sports Council members, Rota Kids, Play Reps and Rights Respecting Schools members. Older children have the opportunity to become house captains with children across the school choosing their preferred candidate. All children have class jobs and can add their ideas and views to suggestion boxes. Staff encourage them to take joint responsibility for their school environment and lead positive change.
- Senior leaders have recently agreed and shared their remits with staff which link closely to school improvement priorities. They provide effective leadership, coaching and mentoring to staff which is successfully creating conditions where staff are empowered to lead change. Staff have clear leadership roles through 'Leadership of Change' groups that are linked to school improvement priorities. Support staff lead initiatives and training, including the establishment of a community library, speech and language therapy partners and breakfast club facilitators. The Leadership of Change groups share their progress as part of very effective self-evaluation processes. They contribute evidence of progress to the annual Standards and Quality report.
- Senior leaders have developed well-established and robust self-evaluation processes. Staff make effective use of a handbook that links policies, guidance and information about the quality indicators within How Good is our School? 4th Edition. Staff gather feedback from families at stakeholder engagement activities. However, these events often have low attendance figures. A minority of parents/carers are either unsure or do not agree that their views are considered when the school makes changes. Senior leaders should continue their efforts to involve all stakeholders in evaluating the work of the school and agreeing future priorities. Senior leaders should include parents/carers and children in determining the focus of the use of Pupil Equity Funding (PEF) in the school.
- The school improvement plan reflects a clear strategic direction and includes ambitious targets informed by attainment and attendance data. Staff correctly identified the need to raise attainment in writing and improve further attendance and lateness of children. A wide network of partners contribute effectively to strategic improvement. This includes Falkirk Rotary Club who support citizenship and leadership skills development. In addition, a variety of awards have supported staff and children to evaluate, monitor and support their leadership roles. A successful partnership with the University of Dundee's Playful Researchers informed developments in the P1 and P2 play environment. Children are involved in purposeful self-evaluation activities including learning visits and use of the self-evaluation framework How Good is OUR school?. Senior leaders successfully link this resource to pupil leadership groups and accreditation processes for national awards.
- All staff demonstrate a very effective, collaborative approach to continuous improvement. The 'Leadership of Change' staff groups and 'responsible, accountable, consulted and informed (RACI) group improvement work ensures a meaningful shared responsibility for the process of change. The groups include development areas such as reading strategies, play, numeracy and an outdoor/Eco group. Staff are keen to learn from colleagues within the school, within the cluster, local authority colleagues and national organisations. This ensures staff continue to refine and improve their practice. Staff evaluate improvement work by assessing progress and impact of priorities and accurately identifying appropriate next steps. They review this report as a whole staff team to inform improvement priorities and future professional learning.
- All staff engage regularly in professional dialogue to explore improvement drivers, values and professional standards. Senior leaders provide training and information for all teaching staff

on the updated General Teaching Council of Scotland Professional Standards. They link to the school's and local education authority's new Employee Review and Development process. These processes have been an integral part of establishing the culture and ethos of the school and the ongoing development of the curriculum rationale. All staff identify appropriate targets to continuously improve practice and achieve better outcomes for all learners. Senior leaders and staff should continue to develop the use of practitioner enquiry to support the evaluation and impact of approaches and interventions.

- Senior leaders monitor the work of the school very well. A comprehensive cycle of quality assurance evaluates the quality and impact of children's learning experiences linked to personalised support, dialogue, tracking and wellbeing indicators. Senior leaders provide summarised feedback from monitoring activities linked to quality indicators with elements of good practice and next steps identified. They sample the work of children and visit classes to observe children's experiences. Staff could share best practice with each other and develop their skills and knowledge through the introduction of peer observations.

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

- Across the school, the headteacher, senior leaders and staff know children very well. All staff create and maintain a very positive nurturing ethos. This is underpinned by the school's values, with an emphasis on children's rights and the promotion of positive relationships.
- Almost all children engage enthusiastically and are highly motivated to learn. Children across all stages experience a blend of whole class lessons and opportunities to work in groups or pairs with other children. Staff value children's contributions and respond positively to encourage them in their learning. Staff have embedded a strong reading culture across the school. 'Reading Reps' and school-based incentives including 'Bookflix' result in children who are highly engaged and motivated to read. As a result, children apply themselves well to the tasks they are set, demonstrating high levels of participation and engagement.
- In almost all lessons, teachers' explanations and instructions are clear. All teachers share what children will learn and how children know they have been successful in their learning. Children would know themselves better as learners with further opportunities to personalise and co-create how they know if they have been successful. Senior leaders should continue to review and ensure there is consistency and effectiveness in this area of teachers' practice.
- In most classes, teachers plan to incorporate differentiated approaches to support all children in their learning. This is helping to support children who require additional support in their learning and those who are exceeding expected progress. Most teachers use questions well to check children's understanding and build on prior learning. They should now develop this further to include the use of higher order questioning and thinking time to scaffold, extend and challenge all children's learning. Teachers effectively use a whole school 'spiralling' approach to plan and assess numeracy and mathematics. As planned, this will be developed further to include a wider range of curricular areas.
- Children at early and first level, have daily opportunities to engage in play experiences. They are supported by thoughtfully designed learning spaces that have been developed collectively with children, based on national practice guidance. The learning environment should be extended further to make better use of the outdoor areas. Children display confidence and enthusiasm in exploring and learning together. The role of the adults should be developed further to improve observation of significant learning and scaffold well-timed interactions. This will add depth to children's learning experiences and better identify next steps in individual children's learning.
- Staff use digital technology creatively across all stages and have received a national Digital Schools Award for this work. Staff use of digital technology is a strength of the school. Children are confident in their use and application of a variety of programmes, applications and websites to enhance learning. Children across second level confidently identify the most

effective programmes and applications to use for different purposes. They transfer their learning, for example reading and research activities, with ease from home to school. Children's use of matrix bar codes is embedded across all stages in all areas of learning. This allows children to reflect on their experiences and readily access a variety of learning for revision and consolidation.

- P7 children take part in a well-established transition programme for their move to secondary school. This includes the transfer of literacy and numeracy information. In addition, secondary teachers visit the primary school and children also benefit from visits to the secondary school during term four. Teachers within Hallglen Primary School could improve further how they use information from previous class teachers to build upon prior learning. Staff should make better use of existing data to reduce the need for the re-assessment of children at the start of the year.
- In most classes, teachers use formative assessment strategies to provide children with feedback and check for understanding and engagement. Across most classes, staff share written and verbal feedback well to help children improve their work, identify and understand their next steps in learning. Senior leaders should support staff to develop a shared understanding of what constitutes high-quality effective feedback. This should improve the consistency of approach across the school and strengthen further children's understanding of themselves as learners.
- Teachers' planning and delivery of science, technology, engineering and mathematics (STEM) subjects is a strength. It enables children to experiment, investigate, problem solve and work together as a team. Teachers use a variety of assessment approaches effectively to plan next steps in learning for these curriculum areas.
- Staff plan appropriately over different timescales with stage partners to meet the needs of children and utilise a well-established assessment overview. This ensures assessment is integral to planning. Teachers should continue to explore and develop approaches to planning to ensure consistently high-quality learning experiences across all areas of the curriculum. Senior leaders should continue to use the national Benchmarks to support robust professional dialogue with staff when moderating their professional judgements. This work should lead to increased challenge, pace and depth in children's learning.
- Almost all teachers engage well in moderation with colleagues across the cluster with a focus on writing. They plan, deliver and assess lessons collaboratively and use the outcome to moderate standards within the cluster. As a result, staff are developing confidence in their professional judgements in literacy. Teachers would benefit from a wider range of moderation opportunities across all curricular areas. This should include the planning of high-quality assessments to allow children to demonstrate the application of skills in new and unfamiliar contexts.
- Senior leaders meet regularly with teachers to discuss children's progress, achievement and attainment in literacy, numeracy and health and wellbeing. They use robust processes to monitor and evaluate children's progress. Senior leaders and staff effectively identify individuals and groups of learners who have gaps in their learning and require further support. They plan appropriate interventions and strategies, leading to improvements in attainment and the information they gather on children's attainment over time. This includes data for those facing additional challenges, for example children for whom their home language is not English and those living with financial hardship. Senior leaders and staff evaluate appropriately the effectiveness of interventions designed to improve outcomes for identified learners.

2.2 Curriculum: Learning pathways

- Teachers use a range of progression frameworks to inform their planning and ensure progression in learning. Teachers use progression frameworks to support curriculum planning in literacy, numeracy, health and wellbeing, digital literacy and technologies. Children at all stages benefit from progressive skills programmes in French and Spanish. This supports well the delivery of the 1+2 approach to modern languages. Staff should continue to develop their use of progression frameworks to include all curricular areas.
- Staff work in partnership with other agencies and partners to enhance the curriculum for children. These include Active Schools coordinators, teachers from Graeme High School and colleagues from Glenburn Early Learning and Childcare Centre. Staff, with the support of local authority officers, are currently updating the whole school curriculum rationale. The rationale aims to incorporate and explain the context, vision, values and aims that are unique to Hallglen Primary School. As planned, senior leaders should share the revised curriculum rationale with parents/carers and the wider community to gather their views. Senior leaders should continue to work with partners to develop the curriculum and to help children develop skills for learning, life and work.
- Teachers are updating the curriculum bundles for learning which uses links across different subjects. Staff plan to link this work more clearly to the UNCRC and ensure progression across all curriculum areas. Children would benefit from more opportunities in outdoor learning. Staff should develop an outdoor learning progression framework across the school that links clearly to local contexts and learning for sustainability.
- Across the school, staff provide children with appropriate opportunities to take part in two hours of quality physical education across the week.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents/carers report that their child is treated fairly, with respect and they feel safe and happy in school. They recognise and value the ways that staff support their children's confidence and wellbeing. The open-door approach adopted by senior leaders supports most parents/carers to feel comfortable approaching the school with questions, suggestions or a problem. Senior leaders should continue to analyse the effectiveness of communication to engage parents/carers in their child's learning. They should ensure parents/carers are aware of how their views influence changes in the school.
- Senior leaders provide families with a range of information about the life and work of the school including through termly newsletters, the school app and emails. Staff inform parents/carers about their child's learning and events through class social media posts. There are further opportunities to share children's learning through class assemblies, 'Sharing the Learning' sessions and celebrations, including the P7 Burns supper. Parents/carers of children in P1 and P2 benefit from 'Stay and Play' sessions. During these sessions, parents/carers engage directly with children's learning experiences and gain an understanding of the play approaches being developed by the school. Senior leaders should continue to develop creative ways, within the school and wider community, to engage all parents/carers in their child's learning and progress. They should measure the extent to which parents/carers feel informed and involved and how this helps them to support and understand their child's learning. It will be important that all parents/carers and families understand how their involvement in their child's learning can improve learning outcomes.
- Senior leaders and staff are proactive in building effective relationships with a wide range of partners. Partners play an important role in providing targeted support to an increasing number of children and families. Partnerships are strengthened through mutual respect and effective communication. Staff across the school seek the views of partners, value the expertise they offer and act upon their suggestions. This is helping to remove barriers to learning and improve outcomes for children with identified needs.

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. At the time of the inspection, there were no identified areas for development.

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

- Almost all children are very proud of Hallglen Primary and feel safe and looked after in school. They discuss confidently how to keep themselves safe and who they can speak to if they have any worries or concerns. Staff and children place wellbeing at the centre of their work in the school. All staff interact with children in a caring and nurturing way, reflecting school values. Children discuss aspects of wellbeing that demonstrate their understanding of the wellbeing indicators. They can identify strategies that they can use to effectively support their own wellbeing. Staff encourage children to share how they feel each day which helps them to provide effective support and track children's wellbeing successfully. Most children confidently discuss emotions and know who they can speak to if they feel unhappy. Almost all demonstrate respectful behaviours when moving around the school, in classes and in social areas.
- Most children discuss confidently the ways that they can keep themselves healthy. They know how to make good choices about the best foods to eat and the importance of exercise. Children can participate in a variety of sports activities and clubs to support their wellbeing.
- School staff work together and with partners to help children overcome wellbeing-related barriers to enable them to engage more effectively in their learning. Senior leaders correctly identified a need for a whole school wellbeing resource and this led to the development of a Wellbeing Hub. Senior leaders use PEF efficiently to fund a Wellbeing Officer to lead this work. Staff have created a Wellbeing Hub that provides a nurturing environment for children who have a variety of additional support needs. Children who access the Wellbeing Hub identify it as a safe and welcoming space. Children choose to access the space to support transitions and discuss how they are feeling. They benefit from time to reflect and develop strategies to manage and maximise their participation in class-based learning. Staff working in the Wellbeing Hub work very closely with families and a wide variety of partners. Partners work very effectively with parents/carers who subsequently feel more able to support their children's wellbeing needs at home. This ensures the needs of children are met both in and out of school. Partners feel that their work is valued with school staff proactively seeking their help for families. Staff respond positively to their suggestions of best ways to support children and families. As a result, children's attendance and participation in their learning at school have increased.
- Most children feel that the school deals well with bullying or have never experienced bullying. Senior leaders and teachers sensitively support all children who report they have been bullied. Staff use restorative approaches effectively to support all children involved in such incidents. This helps children to understand the impact that bullying behaviour can have on others. Senior leaders have correctly identified the need to record and track all bullying incidents to identify patterns of behaviours that may lead to bullying. This will allow senior leaders to review approaches and supports for children that should lead to a reduction in bullying behaviours.

Senior leaders should consider how such incidents are communicated to parents/carers to gain a fuller understanding of situations and what constitutes bullying behaviours.

- All staff are aware of their statutory responsibilities in relation to children. They engage appropriately with statutory requirements and codes of practice. Staff implement local authority procedures appropriately to reduce exclusion and support children at risk of exclusion. Senior leaders and staff meet the needs of most children who require additional support with their learning.
- Staff comply very effectively with national guidance in relation to attendance. Overall, strategies to raise attendance have successfully led to attendance levels increasing from below authority average to above authority average. Staff are fully aware of the importance of attendance and the positive impact this has on children's wellbeing. They effectively implement procedures to record, monitor and address identified attendance concerns. This enables them to provide effective targeted support to children and families leading to improved attendance. Staff work successfully with parents/carers to identify barriers to attendance, including the impact of late coming on children's learning. Senior leaders use PEF effectively to support strategies to raise attendance, including liaison with external partners. For example, a well-attended summer club was established for children whose attendance was a cause for concern. Staff also maintain contact with parents/carers during holiday periods. These approaches have contributed to improved attendance levels.
- Senior leaders have strong partnerships with outside agencies to ensure the wellbeing needs of all children are well met. They share information about strategies effectively to support all children and those requiring additional support. Staff provide targeted interventions for children requiring additional support and have correctly identified literacy as the focus for enhanced support this session. They work with class teachers effectively to plan interventions and regularly review the effectiveness of these interventions. This has led to improved attainment in reading for children in receipt of targeted support. Staff communicate with parents/carers regularly to share their child's progress. Staff, parents/carers and partners also participate in Team Around the Child meetings, as appropriate, to ensure all aspects of a child's learning are discussed.
- Staff use standard visual prompts in classrooms and communal areas to display important information and to ensure a communication friendly-approach for all. Teaching spaces have visual displays that are common to all. These feature the school values and literacy and numeracy foci for the week. Children share a common experience in classrooms as a result. Photographs showing lunch options mean that all children can choose an option. Children can access the options regardless of their progress in reading or if they have English as an additional language.
- Children are very well supported as they transition from nursery into P1 and from P7 to secondary school. Staff plan effectively in partnership with parents/carers, and with staff from other establishments to ensure the transition needs of all children are met. Parents/carers value the opportunities provided to them to support their child's transition to P1. Children feel confident in their new environment and settle quickly as a result. The health and wellbeing curriculum supports children to become healthier and safer. It is planned and progressive and includes opportunities to explore diversity and challenge racism. Staff effectively ensure that all children are treated in a fair and just manner. This is monitored carefully to ensure children who require additional support or have protected characteristics feel valued and included.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, most children are attaining expected national standards in literacy and English and numeracy and mathematics. Most children who face barriers to learning make good progress towards individual targets in literacy and numeracy.

Attainment in literacy and English

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

Listening and talking

- Most children working towards early level, listen well to adults and participate enthusiastically in songs, rhymes and stories. Children at early level should use new words and phrases to express ideas, feelings and emotions. At first level, most children take turns appropriately during paired work and listen respectfully to each other. They should continue to develop their recognition of the difference between fact and opinion. Most children working towards second level increasingly reflect on and share their views about world events they discuss in the classroom. They would benefit from further opportunities to present their ideas in different contexts and for different purposes.

Reading

- The majority of children working towards early level, apply their knowledge of sounds to read familiar and unfamiliar words accurately. They enjoy listening to stories and identify successfully the main characters. A few children describe accurately how characters might feel. Children would benefit from developing further their use of environmental print. Most children working at first level, read with fluency and understanding, displaying an awareness of punctuation and the use of increasingly complex vocabulary. Children discuss the difference between a fact and an opinion and apply this to a variety of real-life examples. Most children working towards second level, demonstrate a sound understanding of more complex reading comprehension strategies. They should continue to develop their use of inference, summarising and prediction skills.

Writing

- Most children working towards early level know that writing conveys meaning and use it in a variety of play experiences. They should continue their use and creation of environmental print. Children working at first level, have opportunities to write imaginatively and recount their personal experiences. They should continue to organise writing in a logical order and use a variety of conjunctions. Most children who are expected to achieve second level, make good attempts at recreating the writer's style. They carefully consider their choice of vocabulary and experiment with words to create a special meaning. Children should write for a broader range of purposes with different writing genres.

Numeracy and mathematics

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

Number, money and measure

- Almost all children working towards early level, recognise, write and order numbers within 10. Children need more opportunities to explore coins in play-based learning to develop their recognition and use of money. Most children working at first level, are confident rounding to the nearest 10 or 100 and adding or subtracting three-digit numbers. They would benefit from more practice of written calculations in particular subtraction with exchange. Most children expected to achieve second level, are confident with place value, rounding and partitioning numbers. They can simplify fractions but require further work on converting fractions to decimals and percentages. They understand ways technology has changed the way they pay for items, applying this to their own context.

Shape, position and movement

- Children working towards early level, are developing well their understanding of simple two-dimensional shapes and are able to identify them in the environment. Children now need more opportunities to explore symmetry. Children working at first level, identify right angles and the main features of two-dimensional shapes and three-dimensional objects. They should now work on developing their knowledge of compass directions. Most children working towards second level, identify right, acute and obtuse angles accurately. Children should develop further their knowledge of complementary angles, supplementary angles and use this knowledge to calculate missing angles.

Information handling

- Children working towards early level are developing knowledge of colour, shape, size and other properties. Most children working at first level understand different types of information handling and how to use these appropriately. Most children working towards second level collect, organise and display data accurately in a variety of ways. This includes the effective use of digital technologies to create surveys, tables, bar graphs, line graphs, simple pie charts and spreadsheets. Most children would benefit from opportunities to interpret and use data that influences their day to day lives.

Attainment over time

- Senior leaders have introduced increasingly effective processes and systems to provide staff with more robust and reliable data. This data shows accurately that children's attainment over time for literacy and English, numeracy and mathematics is improving across all stages. Senior leaders correctly identify any dips in attainment and respond with targeted action and support. Senior leaders should ensure tracking processes and systems do not become overly bureaucratic. They should provide a clear overview and trends in children's progress and attainment over time.
- Staff are taking positive steps to address gaps in learning through their staged intervention framework, resulting in an improving picture of attainment over time for learners.

Overall quality of learners' achievements

- Children's achievements are celebrated in a variety of ways through assemblies and social media posts. Children across the school experience a variety of leadership roles which help them develop skills in teamwork, leadership, citizenship and communication. Children consult with their peers and work with teachers to decide on priorities and changes linked to their role. Staff and children are proud of their accreditations and awards including a Rights Respecting

Schools Silver Award, Reading School and Digital Schools Award. They develop skills including teamwork, leadership and citizenship, both within a local context and globally.

- Staff and external partners offer a variety of clubs and after school activities and most children take part in one or more of these clubs regularly. Where there are barriers to participation, staff put appropriate support in place.
- Senior leaders have correctly identified the need to track and monitor the skills children are developing in clubs and activities. Teachers should consider how these activities link to skills of life, learning and work. Children should be involved in the identification of the skills they are developing and understand how they can apply them to all areas of their learning.

Equity for all learners

- Senior leaders and staff work closely with a wide variety of partners to ensure there are no economic barriers to children fully participating in all aspects of learning. Staff are aware of the socio-economic environment children and families experience and the impact of the cost of the school day. They consider the costs of activities including school trips to reduce financial demands on families. They use PEF well to offset the cost of events like theatre trips to ensure no child misses out. In addition, staff use PEF to implement a variety of successful interventions which are accelerating children's progress in closing the poverty related attainment gap.

Context

The EP at Hallglen Primary School provides personalised support for 20 children in two classes from P1 - P5 and P5 - P7. Children are placed in the school by the local authority in order to meet their additional support needs. All children have barriers to learning that require an enhanced level of additional support. These include social and communication difficulties, autism and health needs. Children may be supported in mainstream classes with significant support for learning or teaching support from outreach services. All children have a Child's Plan which is reviewed and updated regularly in keeping with local authority policy.

Leadership of change

- Senior leaders and staff's vision reflects fully the school's vision to embed children's rights into all areas of life at the school and the community. They work together tirelessly to ensure that children feel included, respected, safe and secure and that their contributions are valued across the school community. Staff are embedding inclusive language across the school and learning environment through teachers' planning, wall displays and written and verbal responses to children's work. Almost all children have made significant progress in social communication and attendance since starting at the EP.
- Staff recently developed further their inclusive approaches to include sharing 'All About Me' information and children's individual targets with mainstream teachers. This is ensuring that all staff have a deeper understanding of children's needs. As children progress and participate increasingly in mainstream class activities, they are making progress in their learning alongside mainstream peers. Senior leaders and staff aim to further involve and support children to review their learning plans. This will ensure that their voice is reflected clearly in personal planning.
- School staff are deeply committed to building strong, collaborative relationships with its parents/carers and partners. Regular, high-quality communication with parents/carers and partners enables staff and partners to respond promptly and flexibly. They address any concerns about children's learning, health and wellbeing. Staff provide well planned support for children moving into and onwards from the EP to ensure that they settle quickly and staff know them well.
- Strong leadership is enabling and supporting staff in the EP to lead positive change through developing their professional interests. Staff's unique approach to consolidating children's progress and applying their learning in different contexts is having a positive impact on progress in numeracy and mathematics. They now plan to further develop the whole school 'spiralling' approach in other curriculum areas.

Learning, teaching and assessment

- Staff are highly responsive to children's needs. They encourage children to learn in a caring and respectful way which takes account of their individual needs and preferences. Their learning activities and resources take very good account of children's personal interests. Teachers and support for learning staff are skilled and often creative in supporting children to manage their emotions and focus on learning tasks. They work very hard to re-engage children with learning when they experience difficulties and anticipate and respond very well

to children's individual anxieties. Senior leaders review support for learning assistants' availability to ensure that, where possible, children receive adequate support to help them to focus on learning tasks in mainstream classes.

- In all lessons, teachers share clearly the purpose of learning. Teachers and support for learning staff make very effective use of a wide range of visual timetables, cues and prompts and digital images. With staff encouragement, children often select and use these independently and without prompting. This approach is supporting children's confidence, communication and understanding of their learning very well. In both classes, almost all children interact positively with staff and peers. They share their learning and work together in pairs and groups on tasks related to their interests. Staff use a range of digital technology very well to motivate and engage children and to support their understanding of tasks.
- Staff check regularly children's progress in learning through a range of appropriate assessment approaches in literacy, numeracy and wellbeing. Staff should further develop approaches to tracking children's progress in other curriculum areas. To further support their understanding of children's progress, teachers are keen to reinstate moderation activities with partner schools.

Ensuring wellbeing, equality and inclusion

- The nurturing, positive ethos in the EP ensures that all children are happy, settled and motivated to learn. All staff prioritise the safety and wellbeing of children. Across the school, staff embrace Getting It Right For Every Child approaches and strive to meet the needs of children in the EP. All children enjoy learning and feel safe and secure in both the EP and mainstream classes. Notably, most children feel able to form positive relations with peers in both the EP and in their mainstream classrooms.
- Senior leaders and staff ensure that children's plans to support their wellbeing and progress are reviewed regularly and involve key partners, parents/carers and children. They focus clearly on solutions to any barriers to learning and attendance during these reviews. As a result of personalised approaches and highly effective partnership working, children's attendance has improved overall. Almost all children are making good progress towards achieving targets set within support plans. A few are making very significant progress.
- Most children in the EP understand differences and know how to challenge discrimination. Children are included in school activities and assemblies attended by visitors to raise awareness of and value difference. Staff model inclusive approaches and encourage children to help and support each other.

Raising attainment and achievement

- Taking account of their additional support needs, almost all children are making good progress in communication and literacy and in numeracy and mathematics within the BGE. A few children are making very good progress, particularly in numeracy and mathematics.
- In literacy and communication, the majority of children in P1-P5 have achieved early level and a few are working within early level in reading and writing. Around half have now achieved early level in listening and talking. Almost all children in P5-P7 have achieved early level in reading and writing and a small number are now working within the first level of CfE in writing, listening and talking. A few children are making significant progress in aspects of writing including using interesting vocabulary.

- In numeracy and mathematics, most children in P1- P5 are making good progress within the early level. A few are working towards the first level. In P5-P7, almost all children have achieved the early level and a few are working at the first level. Most children can talk about skills they are learning and know what they need to do to improve. A few children have responded very positively to opportunities to revisit numeracy skills regularly and apply them in a range of contexts.

Wider achievement

- Children have good opportunities to learn about nature and caring for the environment through taking part in community litter picks. They learned about local history through visits to historical sites, the Union Canal, Blackness Castle and Lionthorn and Callendar Woods. The staff team note that children interact more positively and are building their confidence during outdoor sessions. Children share their views and experiences through their outdoor learning floorbook. Staff are keen to explore accreditation of children's achievements with a view to recognising their achievements more formally.

Other information

- Senior leaders make every effort to ensure that parents/carers feel welcome and included. They maintain an open-door policy and encourage parents/carers to share concerns about their child and ask questions. Parents/carers warmly commended the quality of support from partners and staff who taught them important language and communication skills and physical and therapeutic approaches to support their children at home.
- Teachers have reviewed and developed the curriculum to provide flexible learning pathways which are meeting the needs of learners in literacy, numeracy and health and wellbeing. They plan to increase further the range of subjects that children can access within the mainstream school and offer a range of outdoor learning experiences in partnership with the Outdoor Education Instructor.

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.