

# Summarised inspection findings

**High Blantyre Primary School and Nursery Class and Supported  
Classes**

South Lanarkshire Council

28 January 2020

## Key contextual information

High Blantyre Primary School is a non-denominational school, which serves the community of High Blantyre, in South Lanarkshire. The school's provision comprises nine primary classes, a nursery class and four supported classes. In October 2019, the primary school roll was 244. The senior leadership team comprises the headteacher, two deputy headteachers and an acting principal teacher. The headteacher has been in post since August 2017.

### 1.3 Leadership of change

**satisfactory**

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 children. 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

- Since the headteacher has taken up post the school's vision, values and aims have been developed well in consultation with parents, staff and children. Children develop a deeper understanding of these through the school assembly programme. The headteacher needs to ensure that the agreed vision, values and aims for what the school is trying to achieve are implemented fully in the day-to-day work of the school. For example, the school needs to take steps to ensure high standards of attainment and achievement for all children.
- The headteacher encourages further leadership and accountability for staff at all levels across the school. Whilst her leadership promotes a culture of self-evaluation and collaborative leadership at all levels, all staff need to develop and participate in more rigorous approaches to monitoring and evaluating the work of the school. This would help them to understand more fully the strengths and areas for improvement required in the school, whilst meeting more effectively the needs of all children. Staff should continue to work together to embed new developments to ensure they have the desired outcome to raise children's attainment. The senior leadership team need to review their roles and remit to provide clearer strategic leadership across the primary, nursery and supported classes in order to secure better outcomes for school improvement.
- The senior leadership team and staff demonstrate a good understanding of the social, economic and cultural context of the school. Most share a clear focus on ensuring equity and excellence for all children, and are developing well their skills as reflective practitioners. Most staff understand the need for professional standards through implementation of the General Teaching Council for Scotland (GTCS) policy. They link increasingly their work in the GTCS professional standards to the Professional Review and Development process. The headteacher encourages staff creativity and innovation with the development of professional enquiry. The senior leadership team, with staff, needs to monitor the impact of this work in improving further the quality of learning and teaching and improving children's attainment across the school.
- The headteacher has worked well with staff to create a school improvement plan (SIP) which reflects accurately the next steps in the school's development. For this to be more effective, the

headteacher needs to ensure that there is careful and strategic pacing of improvements identified in the SIP. In addition, senior leaders and staff should involve stakeholders more in evaluating and agreeing improvement priorities, and ensure that progress is evaluated better through more explicit and measurable improvements in outcomes for children. Staff should benefit from agreeing more specific timed targets for agreed improvement actions within the school improvement plan to ensure the potential for positive impact on outcomes for children.

- Senior leaders need to work with all staff to develop further awareness of the range of data which can be used to inform how they plan, track and monitor children's progress and school improvement procedures. They need to place greater emphasis on having effective and reliable data which they analyse and use to help ensure better progression in children's learning.
- Senior leaders and staff have made a positive start to increasing children's leadership skills. As planned, they should continue to develop children's leadership skills, both in directing their own learning in class, and across the wider life of the school and their community. Children are capable of playing a much larger part in school leadership, self-evaluation and improvement. Teachers should continue to develop creative approaches to engage parents in meaningful school improvement to help identify ways in which parents can influence change and improvement.
- The senior leadership team has systems and arrangements in place including a quality assurance calendar to review the work of the school. Senior leaders, with staff, now need to develop more effective arrangements for the formal recording of planned interventions to improve attainment and further school improvement. The school should monitor children's progress and the quality of learning and teaching more rigorously than they do at present.
- As part of quality assurance arrangements, the senior leadership team and staff engage in learning walks and learning trios. They should develop these further through more focussed observations against, for example, aspects of pedagogy. This would support staff, and help develop a more consistent approach to ensuring high-quality learning and teaching across the school.
- Across the staff team, there is a shared understanding of the central role the school plays in the community. Senior leaders and staff have established effective working relationships beyond the school, and community partnerships are having a positive impact on developing children's citizenship skills. Senior leaders and staff should continue to build on this practice, and develop further sustainable partnerships, which help raise children's awareness of career pathways and skills for learning, life and work.

## 2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and children 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, most children are friendly and polite. There is a caring and supportive ethos, resulting in positive relationships between staff and children. In most classes, staff use praise well to promote positive relationships, and to improve children's self-esteem. Most children feel they can ask for help or support when they need it. They would like more opportunities to talk and reflect further on their learning.
- The majority of children are motivated and keen to learn when tasks are sufficiently engaging. They are well-behaved and cooperative with teachers. When given opportunities to work in groups, relationships between children are positive. However, lessons are often too teacher-led. Children should be supported to become more independent, and to take greater responsibility for their own learning. Staff need to continue to develop children's understanding of the skills they are developing in their learning. The school needs to develop a progressive skills framework, linked to developing key skills for learning, life and work to support this aspect.
- The majority of children discuss the school values and give examples of how they demonstrate these in every-day school life. They are less confident to discuss their rights, and share their understanding of the United Nations Convention on the Rights of the Child (UNCRC). Staff should consider how these can permeate children's learning further across the curriculum.
- Where teachers deliver quality lessons, they ensure that children are involved well in the teaching process. However, in the majority of lessons, children's learning is too heavily worksheet and textbook based, and children need to play a more active role in their learning. In a few classes, children are engaged in planning, and build on prior learning to ensure their continued progress. Staff need further guidance to develop a shared understanding of what constitutes effective learning, teaching and assessment to ensure children receive high-quality and consistent experiences across the school.
- Across the school, the majority of teachers spend too much time on whole-class lessons. Staff need to consider how learning and teaching approaches meet all children's needs. They should monitor and evaluate the impact of pace, challenge and differentiation in lessons to ensure that all children are included fully in all lessons. This should include those children capable of more challenge.
- Staff are at the early stages of making use of play-based pedagogy. They should engage in ongoing and robust evaluation of this approach to ensure it offers sufficient challenge and progression for all children's learning and progress. Staff should continue to engage in professional learning to enhance further their understanding of learning through play, and improve the potential for better outcomes for all children.

- Most children are provided with a range of oral and written feedback. Staff should develop further their skills in providing more evaluative feedback to help children understand how they are progressing and what they need to do to improve. Across the school, more children should be empowered to take greater leadership and responsibility for their own learning, and to have their views heard through activities such as 'pupil learning walks'.
- In a few lessons, teachers' questions challenge children's thinking. However, staff should consider how they can use more effective questioning consistently to develop higher order thinking skills in all children. Teachers need to ensure that questioning gauges accurately children's knowledge and understanding. In a few lessons, teachers and children used digital technologies effectively to support children's learning. Teachers should develop further the use of technologies across the curriculum for all children.
- The school uses a variety of assessment information, including standardised tests, to provide summative assessment of children achieving a level in literacy and numeracy. Staff should continue to develop accuracy and consistency in using assessment data when planning the next steps for learning and teaching. They are aware of the need to develop a framework for assessment, and to make effective use of this information when planning for learning. Whilst teachers gather assessment information in literacy and numeracy, the school is aware of the need to develop and gather clear information on children's progress across all curricular areas.
- Teachers use a variety of formative assessment approaches across the school. The extent to which these are embedded and used effectively varies, and teachers' approaches do not always focus on what children need to do in order to improve. Children are involved in self and peer-assessment, however, this is not yet used consistently across the school. Staff should continue to develop strategies to help inform children's progress in learning and 'up-skill' children in the language of reflecting and evaluating their learning.
- Staff have made an early start to undertake moderation activities, which are beginning to support better evaluations to evidence children's achievement of a level. Senior leaders acknowledge the need for teachers to have more opportunities for moderation in order to support them to have a more developed understanding of national standards. Teachers' increasing use of national benchmarks has the potential to help them make more informed and accurate judgements about children's next steps in learning.
- Teachers plan across all areas of the curriculum. Across the school, teachers need to have a more consistent approach to planning to support better progression and continuity in learning and teaching as children move through the school.
- The headteacher has, in the last two years, introduced revised tracking and monitoring procedures. She needs to work with other senior leaders and staff to review these procedures further to identify successfully potential barriers to children's progress in learning.

## 2.2 Curriculum: Learning pathways

- The school's SIP identifies clearly a number of relevant actions aimed at improving curricular guidance for staff, and improving outcomes for children's learning and progress. The headteacher has identified correctly the need to continue working with staff to develop further progression pathways, including for health and wellbeing, expressive arts and technology. Staff use outdoors at times to develop children's skills, for example outdoor gym. They need to develop further learning pathways for both outdoor learning and digital technology to ensure children develop and apply skills progressively across their learning.
- The headteacher recognises the need to continue working with staff and increase the pace of curricular development to ensure children receive their entitlements as defined in Curriculum for Excellence (CfE), and develop relevant skills for learning, life and work. In so doing, it is important for staff to ensure that they deliver learning pathways which promote equity and raise attainment for all children. Staff's shared understanding of what progression looks like across the school will help meet more effectively children's needs. In so doing, staff should revisit the design principles to ensure children benefit from learning pathways which offer them progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. Where appropriate, children should be involved in developing these pathways to help them understand how to improve their learning and apply them in meaningful contexts.
- The headteacher, with staff, needs to agree a whole school approach to interdisciplinary learning (IDL) to ensure consistency in developing children's skills in ways which ensure their progress, knowledge, understanding and skills are built over time.
- Children's creativity is being developed well at times. The school is taking forward French, and at Primary 7, children are starting to develop their knowledge and understanding of how to use a few words to communicate with others. To support more inclusion, the school has chosen Makaton as the additional language. However, not all children are aware of this nor has there been sufficient and regular focus on this to ensure this has an impact on children's skills. Staff recognise that they need to plan for this to be consistently used to ensure children develop skills to communicate with others.
- A few partners are involved effectively in supporting children's curricular experiences and in developing relevant skills which are having a positive impact on the community, for example Bonnie Blantyre.

## 2.7 Partnerships: Impact on children – parental engagement

- Almost all parents report that their child likes being at High Blantyre Primary School. Most are happy with the school, and almost all report their child feels safe and is treated fairly and with respect.
- Senior leaders and staff recognise and value the variety of ways in which parents can contribute to a child's time in school. Most parents feel that school staff take their views into account. Most report that they receive helpful information about how their child is progressing, and feel they receive this information at appropriate times. Most parents are positive about activities provided by the school, where they can learn together with their child. Almost all agree that staff give advice on how to support their child's learning at home.
- The Parent Council plays an active role in fund raising, which is helping to enrich opportunities for all children. Parents are given opportunities to engage in school surveys and express opinions, for example on what the school is doing well. Staff are aware of the need to be creative in how to engage families further to ensure everyone is empowered to contribute to decisions.

## 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 of urgency.



### 3.1 Ensuring wellbeing, equality and inclusion

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 children to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff have successfully created a school community with a nurturing, inclusive ethos in which all are clearly committed to children's wellbeing. They demonstrate kindness and patience towards children and as a result, almost all children say that they have an adult to talk to if they have a concern. Relationships across the school community are positive as staff continue to work to develop a climate of mutual trust and shared values. Staff promote rights and respect for others across the school, and the new positive behaviour policy promotes the use of scripts and restorative approaches should a relationship require repair. Children and staff work well together to create class charters, based on the UNCRC. The majority of children are beginning to develop an understanding of rights and how these relate to their daily lives. Most demonstrate a developing understanding of the importance of mutual respect, however, children need to develop further their understanding of wellbeing and their empathy for others.
- The principles of Getting It Right For Every Child (GIRFEC) are embedded increasingly in the life of the school. All children evaluate regularly their own wellbeing using the language of the wellbeing indicators. Senior leaders use this information to track progress. However, they have identified correctly the need to review the effectiveness of this approach in order to develop a fuller profile of all children and identify subsequent interventions to support next steps in children's learning. School team captains talk with pride about their responsibility to develop a child-friendly version of the school's vision and values for their peers.
- All children were consulted meaningfully and were active participants in the production of the recently developed anti-bullying policy. The school has identified correctly that this should help create a solid foundation for the building of approaches to restorative practice. Staff should ensure that parents are included fully in the process to support continuing success.
- The school has prioritised correctly health and wellbeing this session, with a whole-school focus on building children's emotional resilience and self-esteem. The school should ensure that this important focus on skills for life leads to children's increased readiness for and confidence in learning. At this early stage, there is limited impact of this work.
- The school fulfils its statutory requirements and codes of practice. All staff know children as individuals. Children's needs are discussed, and addressed well, through regular meetings between senior leaders and class teachers. Staff use a wide range of interventions across literacy, numeracy and health and wellbeing to support individuals and groups, including those with additional support needs. Children who need extra help are making appropriate progress in a few aspects of their literacy, particularly at the early primary stages.
- Support staff offer a range of helpful supports for individual children and groups. As a result of effective nurturing interventions, individuals develop skills in self-regulation that allow them to become more independent. The school would benefit from reviewing the range of interventions

for impact, ensuring that universal support is strengthened further through a focus on improving learning and teaching. Individual children's plans should involve consistently children, parents and class teachers in their development, implementation and review. Targets should be reviewed to ensure that these are consistently specific and measurable, supporting progression for individual children to develop their skills.

- The headteacher and staff work hard to ensure that all children are included. As a result, there have been no exclusions in recent years. Attendance is in line with local authority levels. The school's inclusive ethos, supporting links between specialist provision and mainstream, is evident as children learn together on a regular basis. The school's effective partnerships with external agencies contributes both to the meeting of individual children's needs and supporting staff in building further skills to provide universal support. The school recognises the need to develop its monitoring and tracking system further to support more rigorous tracking of groups of children facing particular challenge, including young carers and care-experienced children. Assessment information relating to children's performance is collated and analysed through the lens of socio-economic context, ensuring that equity remains a key driver across the school. Through school assemblies, children learn about differences and how to challenge discrimination. In taking forward equality and diversity, the school should ensure that all children have a good understanding of different cultures and appreciation of diversity.

### 3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all children. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate children's 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 children's achievement
- equity for all children

#### Attainment in literacy and numeracy

- Across the school, children's attainment in literacy is satisfactory. At the early, first and second levels, the majority achieve expected levels in listening and talking, reading and writing. School attainment information indicates that children's achievement of CfE levels is below local authority and national averages. Staff are at the early stages of moderating children's progress against national benchmarks. The school's performance data is not yet robust or always accurate, particularly in relation to children's progress in listening and talking. HM Inspectors evaluated children's performance through reviewing documentation and sampling children's work, and observing them in classes.
- Overall, children's progress in numeracy and mathematics is satisfactory. The majority of children are making appropriate progress but lack confidence in their numeracy skills. The school needs to raise children's attainment in numeracy.

#### Literacy

##### Listening and talking

- Children's progress in listening and talking is satisfactory. Across the school, the majority listen well to each other, sharing suggestions, ideas and respecting those of others. However, across all levels, but particularly at the early and first levels, too many children do not listen well to information and instructions from others, including adults. They often talk over others, including adults. The majority of children enjoy sharing key facts about their learning. They ask questions but need to improve their use of these to help them understand and extend their learning. By the end of second level, the majority of children know their audience when engaging in conversations. They talk well on a range of aspects of their learning. Across the school, children are not always confident in speaking aloud.

#### Reading

- Children's progress in reading is satisfactory. Across the school, the majority read well and for different purposes. At early level, the majority identify accurately key features of books, including titles, authors and illustrators. Across the school, the majority recall accurately key facts from reading books and engage in relevant discussions, including predicting next steps in unfamiliar stories. They read well, using various strategies to work out unknown words. The majority identify and use key information to justify answers with confidence. Across the school, children need to improve their knowledge and understanding of different types of genre, including non-fiction texts. At all stages, children need to continue to improve their attainment in reading.

## Writing

- Children's progress in writing is satisfactory. At the early level, the majority are starting to write well with increasing confidence and for different purposes. Children's progress is not always maintained as they move stages, and not enough make sufficient progress by the end of first level. Children's handwriting and presentation of their work is variable across the school. By the end of second level, the majority write well for a range of purposes. A few write interesting and extended pieces of writing. Across the school, not enough children make sufficient progress in writing.

## Numeracy

### Number, money, measure

- At the early level, most children recognise the number of objects in a group by subitising. The majority add two digit numbers to ten and recall number sequences forwards and backwards within the range 1-20. They split a whole into two halves and explain that equal parts are the same size. At first level, the majority round whole numbers to the nearest 100, and demonstrate an understanding of zero as a placeholder in whole numbers to 1,000. They are less confident when calculating change in a shopping scenario. At second level, most children order sets of decimal fractions to three decimal places. The majority know equivalent forms of common fractions and percentages. At first and second levels, children's skills in mental agility are less well developed.

### Shape position and movement

- Most children working at early level recognise and describe simple 2D shapes and a few identify 3D objects. At first level, a majority use mathematical language to describe common properties of shapes, identifying 2D shapes within 3D objects. The majority of children at second level are beginning to learn how to calculate area and perimeter and identify with confidence a right angle. A few children identify acute and obtuse angles. Across the school, more children need to make better progress in shape, position and movement.

### Information handling

- Across the school, the majority of children are developing data handling skills. The majority have an understanding of the different ways to collect and display data. At early level, they collate data relating to food preferences linked to their literacy topic and display their birthday data using a graph. At first level, they produce bar graphs to display class favourite colours. Children working at second level need to develop skills in using digital technologies to create charts. More children across the school, need to make better progress in information handling.

### Attainment over time

- Overall, children's attainment has improved in a few aspects in recent years. The school's systems for tracking and monitoring children's progress show an improvement in reading and writing since 2017. There has been a dip in listening and talking, at both the first and early level. The school does not yet not have data for trends in children's progress across curricular areas other than literacy and numeracy. Teachers' professional judgments and shared understanding of expected standards for children's progress are not always consistent, nor robust. Children's attainment over time, across all curricular areas needs to be monitored and tracked regularly to ensure that they make suitable progress.

### Overall quality of children' achievement

- Throughout the school, children achieve various skills and attributes through their involvement in a range of activities. Those children who serve on various groups and committees, achieve and take on responsibility, to make decisions and lead aspects of their learning, for example on the pupil council, as class captains, buddies, social media

representatives, technology representatives and Junior Road Safety Officers. Children are achieving as effective contributors and good citizens through, for example, fundraising and as eco committee members who care for their environment. Across the school, more children need to develop further and take on leadership roles, including for aspects of their learning.

- Children are proud that their achievements from home and school are shared and celebrated in school. They are developing their skills well, for example through the school choir and when taking part in various competitions and sporting events. Across the school, children need to develop further their confidence, and take responsibility for increasing their achievements. The school tracks and monitors aspects of children's achievements to ensure that these are recognised and celebrated. The headteacher, with staff, needs to continue to track other areas of children's achievements.
- Children who may miss out have been identified and helped to achieve through the school, enabling them to participate in activities, particularly at the early stages. The school has gained national accreditation from different organisations and this is valued by children and staff.

### **Equity for all learners**

- Children's progress in aspects of literacy, numeracy, health and wellbeing and nurture across the school is showing signs of improvement through effective use of the Pupil Equity Fund. Those who are most disadvantaged are progressing well and the gap between them and other children is reducing in aspects of reading and writing at the early primary stages. Across the school, children's progress needs to continue to improve in order to ensure equity for all, including those who are capable of higher attainment. More children need to attain better and in line with national expectations. Most children who have additional support needs are making appropriate progress. Those who are not need to be supported further in order to achieve their potential.

## Choice of QI: Personalised support

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children and young people in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children and young people are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support. The themes are:

- universal support
- targeted support
- removal of barriers to learning

- All staff contribute to a caring, nurturing learning environment in which children feel valued. Their understanding of the socio-economic context of the school underpins their approaches to pastoral care across the school. Staff know children well and promote and support their wellbeing. The recently introduced whole-school approaches to building children's emotional resilience articulate well with the school's focus on positive relationships. Across the school, the headteacher needs to ensure that in terms of entitlement, all children have access to an adult who knows them well, and is able to discuss their learning with them and identify next steps. With more effective differentiation of tasks, activities and resources, children's learning needs to be met more successfully within the classroom learning environment. This should help ensure more appropriate pace and challenge in children's learning which supports their progress. The school should continue with plans to develop further robust universal support.
- The needs of children receiving targeted support are met well by the 'team around the child' approaches, which provide a range of effective interventions, each as a result of detailed assessment. The impact of these interventions is reviewed and evaluated by senior leaders, who have an overview of the progress of all children with additional needs, including those with protected characteristics and belonging to vulnerable groups. The school should continue with plans to review its strategic approach to delivering such interventions to maximise the impact of strengths in this area. This should include ensuring those children who might benefit further from more intensive learning in the nurture provision to support them in being ready to learn. Support strategies and individual targets for children should be shared as appropriate with all members of the team around the child, including support assistants who play a valuable role in supporting particularly vulnerable children.
- Most staff are responsive to the wide range of needs of children across the school community. They are consistently proactive in taking steps, including a multi-agency team approach where appropriate, to support children in developing skills and attributes so that they become independent children within an increasingly inclusive learning environment. Staff should continue to ensure that interventions are well-matched to addressing children's key barriers to learning.



## Quality of provision of the supported classes

### Context

The supported classes provide educational provision for children with Autistic Spectrum Disorder (ASD) from across the South Lanarkshire area. At the time of the inspection, there were 25 children, ranging from P1 – P7, split across four multi-stage classes. Two classes are located within the supported classes base. Specialist facilities, such as a sensory room, soft play area and a dedicated playground area are also located within the base. Two classes are located within the primary department of the school.

### Leadership of change

- The school has a dedicated improvement plan in place for supported classes. Mirroring the school's key priorities, it addresses appropriately the specific development needs of the specialist provision. Distributed leadership opportunities for staff, and involvement in working parties, have increased. Staff are outward looking and have visited other establishments to seek good practice. There is limited evidence to demonstrate progress or impact in relation to improvement priorities. Senior leaders need to work together to ensure sustained improvement.
- The majority of children have the opportunity to participate in pupil voice groups. They are supported appropriately to participate in these activities with other children from across the school. Staff should seek to enable all children to contribute their views in a manner suitable to their individual needs.
- The supported classes benefit from the significant support of parents. The financial support provided by High Blantyre Autistic Bairns Supporters has resulted in the provision of a range of specialist areas which are enhancing children's learning experiences. For example, the sensory room, 'run room' and outdoor playground area.

### Learning, teaching and assessment

- Positive, caring and respectful relationships are evident across the supported classes. Almost all children are active participants in learning activities. Staff know children very well, and use this knowledge effectively to support them in developing children's learning. Effective teamwork within classes enables children to access a range of relevant learning activities. Children's learning experiences are enjoyable and linked to their interests.
- Staff use a wide range of learning environments, including the local area, to enhance children's learning. Children are supported well to work individually, in pairs and in class groups. A few children access relevant learning for specific aspects of the curriculum with mainstream classes. Two classes work well with neighbouring mainstream classes in a few areas including social subjects.
- Staff observe children closely to monitor progress and make positive use of a range of effective formative and standardised assessments. They share the purpose of the lesson and build effectively on children's prior learning. A few children can self-assess their work. All children have helpful individual support plans in addition to general curriculum planning. Staff need to ensure clearer links are made between individual targets and wider curriculum targets. Staff's introduction of Milestones and increased use of National Benchmarks, is

beginning to strengthen their focus on assessment information. Termly reviews enable staff to discuss children's progress effectively with parents and senior leaders.

### **Ensuring wellbeing, equality and inclusion**

- Across the supported classes, staff have a shared understanding of wellbeing. They know children well and use this information to address children's individual wellbeing needs. They have identified appropriate health and wellbeing targets within children's additional support plans. Children are beginning to become more able to express their feelings as a result of a new whole-school approach to support their emotional wellbeing. A few children are developing responsibility through class leadership roles.
- All children are encouraged to be physically active and participate in a range of activities, including swimming, horse-riding, judo, yoga and cycling. As a result, the school were the joint primary school winners of the South Lanarkshire Disability Sports Award last session. The school encourages children to continue their engagement in sport beyond the school.
- The majority of children experience inclusion with mainstream classes on a regular basis. Staff now need to develop a shared understanding of inclusion in order to ensure that children's experiences are meaningful and relevant.

### **Raising attainment and achievement**

- Taking account of their additional support needs, most children are making appropriate progress from their prior levels of attainment in literacy and numeracy. A few children are on track in relation to expected CfE levels.
- The school recognises the need to develop a robust monitoring and tracking tool for use in the specialist provision. A few sound beginnings are being made in taking this forward. Significant work remains to be done to enable staff to track children's progress over time.
- Approaches to communication have been developed successfully in partnership with Speech and Language Therapy. These support the effective identification and frequency of eye contact and communication requests. As a result, the frequency of children's eye contact and communication requests are improving. Staff use a range of techniques to support communication. These should continue to be developed to ensure consistency of practice.
- Children are developing in aspects of the four capacities of CfE. Their wider achievements are celebrated at school assemblies and in classes. Children and their parents share achievements from home. Children's participation in extra-curricular activities is tracked. Staff use this information to ensure all children have equity of access to activities. For example, the provision of lunchtime clubs enables children who use school transport at the end of the day to participate in extra-curricular activities.



## 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.