Summarised inspection findings

Greenhills Primary School

South Lanarkshire Council

30 April 2024

Key contextual information

Greenhills Primary School is located in East Kilbride. The headteacher has been in post since 2016. She is supported by two depute headteachers, a principal teacher and two acting principal teachers. The school roll is 222 children with 64 children attending the base for children requiring a range of additional support. Most children live in Scottish Index of Multiple Deprivation data zones deciles 2 and 3.

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

- Since her appointment in 2016, the headteacher has managed the pace of change very well. Working closely with the senior leadership team, she has established a clear strategy for continuous school improvement. This is underpinned by a deep commitment to ensure children learn in a nurturing, inclusive environment.

- In the past year, the whole school community has been involved in reviewing the school's vision, values and aims. The refreshed school values, 'achieve, believe, create', are highly visible across the school. These reflect the aspirational vision for children to achieve as best they can and experience success.

- Staff and senior leaders work together very effectively to improve outcomes for children. All staff successfully promote an inclusive atmosphere where children are nurtured, and their needs are met well. Staff share expertise, ideas and resources and use their areas of interest and professional learning well. This is helping to build the capacity of all staff to improve outcomes for children. All staff model positive relationships with all children, parents/carers, staff and partners. They use their knowledge of children as unique individuals to inform planning of learning and opportunities for children to experience wider achievements. As a result, staff meet the needs of almost all children very well.

- Senior leaders use the expertise and resources provided by partners to support school improvement and improve outcomes for children. Senior leaders have strong links with schools within their local learning community. They work together to identify and take forward shared improvement priorities and offer opportunities for teachers to share effective practice. This is helping to build capacity amongst the staff team.

- All staff contribute well to self-evaluation activities. Together with senior leaders, staff use a range of data and information accurately to identify and act on areas for improvement. For example, examination of children's work identified the need to improve younger children's fine motor skills and children's handwriting. Senior leaders carefully monitor work on school improvement priorities, ensuring that changes are manageable for staff and that progress is

evaluated. This ensures that change is sustainable and leads to improvements in outcomes for children.

- All senior leaders have clear roles, remits and responsibilities which they carry out very effectively. Senior leaders empower teachers to lead in a range of school improvement contexts, such as the recent work to improve outcomes in literacy. Staff make a very effective contribution to the life and ethos of the school by facilitating pupil leadership groups. Staff also lead school drama productions and a range of clubs. As a result, children have opportunities to develop their knowledge and skills and achieve success in a wide range of motivating contexts.

- Senior leaders have comprehensive and effective systems in place to monitor the quality of learning and teaching. They undertake class visits and engage in discussions with children about learning. Senior leaders give staff helpful feedback to support any identified areas for development. They ensure professional learning is tailored to expand staff expertise and increase capacity. As a result, quality assurance arrangements are helping to improve standards and promote a greater consistency in learning and teaching.

- Senior leaders ensure time is protected for staff to engage with each other in professional dialogue and take part in collegiate learning. All teachers are supported appropriately to engage in annual professional reviews. Senior leaders take good account of teachers' interests and skills when facilitating leadership opportunities and provide appropriate ongoing support as required.

- From P4 to P7, all children are members of pupil leadership groups which include the pupil council, sports committee and reading committee. Through these leadership roles, children have made an important contribution towards the school achieving a range of accreditations. These include the Reading Schools Silver Award, the South Lanarkshire School Sports Award and their fifth Eco Schools (Scotland) Flag. As planned, senior leaders should work with children to identify and profile the skills for learning, life and work which they are developing through these leadership roles. Younger children should also be provided with age-appropriate ways to contribute to the life and work of the school.

- Senior leaders consult appropriately with children and parents/carers through surveys and questionnaires on various issues. For example, parents' views were recently sought in relation to homework. Across the school, children complete daily emotional check-ins and a 'what I think' survey twice a year. These activities provide staff with valuable feedback on a range of issues, including what helps children with their learning and their suggestions for improvements.

- The headteacher's rationale for use of Pupil Equity Funding (PEF) is based on a robust analysis of a wide range of data. This supports her to correctly identify interventions and approaches which will accelerate the progress of individual children. The headteacher consults the Parent Council effectively on school improvement priorities and the focus of the PEF spend. Children, parents/carers and staff are involved appropriately in determining how monies should be used to take forward priorities linked to closing gaps in learning.

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

- Children, staff, and parents/carers are proud to be part of the 'Greenhills family'. Across the school there is a welcoming and inclusive ethos. All interactions between staff and children are positive and supportive. Most children interact with each other in a respectful way. Staff work together well in developing consistent approaches to promoting positive behaviour. A few children find it difficult at times to sustain engagement in their learning. Staff continue to adapt learning environments to improve learning experiences for children. For example, all classrooms have a specific area to support children to regulate their emotions. This is increasing children's participation in learning.

- In most lessons, teachers provide clear explanations and instructions, successfully linking activities to children's prior learning. In a few lessons, children are involved in agreeing what success will look like. In a few lessons, teachers make explicit links to skills for learning, life, and work. Teachers should now share this practice across the school. In most lessons, children spend time engaged in the same task. As a result, for a few children the pace of learning is too slow. Teachers should ensure learning activities provide appropriate levels of challenge for all children and provide more opportunities for children to lead their own learning.

- In most lessons, teachers use effective questioning to engage learners, and to check prior learning. This has been supported by professional learning undertaken by staff. As a result, staff are increasingly skilled in using questions to stretch children's thinking appropriately. When teachers provide effective written and oral feedback, children understand their next steps. In a minority of lessons, feedback is not specific enough to help children know how to improve. Teachers should now ensure feedback supports all children to have a greater understanding of progression in their learning. This will help children to set targets, specifically in literacy and numeracy.

- All children are learning important digital skills through classroom activities such as coding. In a few classes, teachers use an online platform to enable children to access tasks and to submit work independently or in collaboration with others. Staff use assistive technologies effectively to develop independent learning skills for children who require additional support, for example, through 'text to speech' functions. This is helping children to have greater access to the curriculum. Senior leaders should now work with teachers, as planned, to increase the extent to which children use digital devices and software to support their learning across the curriculum.

- Staff are developing their approaches to play-based learning at the early level. This work is still in its early stages. Staff should continue to engage with national practice guidance to ensure the quality of spaces, experiences and interactions promote effective play pedagogy. Senior leaders and teachers should, as planned, consider carefully how play-based pedagogy might be extended into other stages.

■ Staff have worked together to create an assessment policy that informs the way that children's progress is measured. They use national Benchmarks and a wide range of formative, summative and standardised assessments to monitor children's progress and identify gaps in learning. Teachers make accurate judgements about whether children are on track to achieve appropriate Curriculum for Excellence (CfE) levels. Professional learning has helped staff to become increasingly skilled in using attainment data to plan future learning. Senior leaders have rigorous processes in place to ensure that planned learning builds upon teachers' tracking of children's progress. Senior leaders meet termly with staff to discuss children's progress and the impact of interventions for children who require additional support with their learning. These robust meetings are helping staff to ensure that appropriate supports are in place to help all children make good progress in literacy and numeracy.

■ Teachers work closely with colleagues from schools across the local learning community to develop their understanding of national standards in writing levels. This moderation activity has helped to increase staff confidence about CfE level judgements. It is beginning to influence teachers' planning of writing across the curriculum. It would be beneficial to extend this collaborative work to include other aspects of literacy and, in due course, other curricular areas. It will be important to develop moderation activity to include consideration of the whole learning, teaching and assessment cycle.

■ Teachers at all stages use a consistent approach to planning children's medium and long-term learning. Professional learning about specific children's needs supports staff to plan learning activities that are well designed to meet children's needs. For example, training on neurodiversity and children's language development has helped teachers to plan learning that supports all children to access the curriculum. Teachers work together well to explore how approaches to learning, teaching and assessment impact on children's progress. As a result, they modify their classroom approaches to meet children's needs. For example, teachers create fluid ability groups for different aspects of learning. Moving forward, it will be important that teachers plan learning that helps the highest attaining children apply their learning in a range of contexts.

■ Teachers share information about children's learning and progress as they move from stage to stage. This helps to ensure that children's transition to their new class is as smooth as possible and that new learning builds on prior knowledge and skills. Teachers should consider how to use information about children's previous learning to ensure all children make the best possible progress in all areas of the curriculum.

2.2 Curriculum: Learning pathways

■ All teachers use progressive pathways effectively to plan children's learning in literacy, numeracy, health and wellbeing and all other curricular areas. As a result, children experience breadth and depth of learning across the CfE experiences and outcomes.

■ Children talk enthusiastically about opportunities they have in school to be physically active, for example, through the school's 'walk a mile' initiative. At present, children do not receive their full entitlement to two hours of high-quality physical education (PE) every week. Senior leaders and staff should now consider how timetables could be adjusted to ensure that this entitlement is met.

■ Children at all stages learn French, and older children learn Spanish. As a result, all children receive their entitlement in line with the Scottish Government's 1+2 language learning policy. This supports transition into language learning when they move to secondary school.

■ At the early stages, staff are making good use of the local environment, such as nearby woodland areas, to support learning. A few children are well supported by the local authority's forest school's provision. Staff should now work together to develop an appropriate progression pathway which will support children to develop knowledge and skills in outdoor learning.

■ Staff support children in a few lessons to develop skills for life and work that will help them as they move through their school, into secondary and beyond into the world of work. For example, children in P1 have developed skills in completing application forms and P7 pupils have learnt about budgeting. Staff should continue with plans to develop activities for children relating to the world of work, using the local authority's skills framework.

■ The school library provides children with opportunities to read for enjoyment and develop their reading skills. Children can borrow books from the library and take them home to enjoy. Classes visit the school library on a weekly basis. Across the year, classes visit the local community library. Greenhills Primary School has recently been awarded the Reading Schools Silver Award as a result of the school's strategic approach to developing children's love of reading.

2.7 Partnerships: Impact on learners – parental engagement

■ Senior leaders are visible in the playground before school. Parents/carers appreciate this informal opportunity to speak to staff. Most parents/carers feel comfortable approaching the school if they have questions, suggestions or problems. They are positive about their children's experience at school. For example, almost all parents/carers feel that staff treat their children fairly and with respect. The majority of parents/carers feel that senior leaders take their views into account when making changes relating to the life and the work of the school.

■ The school provides family learning opportunities which help parents/carers support their children's learning. Examples include the recent successful health and wellbeing evening, mathematics workshops and the cookery classes provided by partners. As a result of such opportunities and formal reporting arrangements, most parents/carers agree they get helpful feedback on their child's learning and development. A few would welcome more information about how they can help their child's learning at home and about opportunities to learn with their child.

■ The Parent Council is very supportive of the work of the school. Senior leaders consult the Parent Council about school improvement. Examples include the recent consultation on the use of a portion of PEF and the parents' evening calendar. A few parents/carers would welcome more information about and opportunities to be more involved in the Parent Council's work.

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	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

■ Across the school, all staff have a very strong focus on inclusion. They use their knowledge of children as unique individuals to provide very effective support for children's wellbeing. Staff use consistently supportive language with children. As a result, all children benefit from a nurturing ethos and positive relationships.

■ Staff are skilled in their use of calm interactions for children who require support to moderate their behaviours and emotions when upset. All children benefit from daily emotional 'check-ins' with teachers. This approach helps staff to identify individual children who require support. Senior leaders and staff track the results to monitor children's sense of wellbeing and act on feedback. As a result, across the school most children are engaging well in learning and demonstrating respectful behaviours.

■ Senior leaders and staff work very effectively with a range of partners to support and enhance children's wellbeing. This includes, for example, colleagues in educational psychology, occupational health and speech and language therapy. This is a major strength in the school. Partners have provided high-quality professional learning to build staff's understanding of nurturing approaches. All staff are trained in trauma and attachment informed practice. This helps staff to use de-escalation techniques for children who require this support. Partners have provided advice on adaptations to learning environments for children who require support to regulate their emotions. This includes the increased use of visual prompts in learning activities and the introduction of calming areas within the school and classrooms. As a result, children are learning to manage their own emotions well.

■ Children are developing their understanding of the wellbeing indicators. Most children describe ways in which they are helped to feel safe, for example, through learning about online safety. Older children learn about healthy eating through working with a local chef. Children are physically active through involvement in lunchtime and after school clubs, daily exercise and high-quality PE lessons. Groups of targeted children's participation in sport has improved as a result of bespoke approaches in after-school and lunch clubs. Children regularly express their views through the bi-annual 'what I think' questionnaires and a range of pupil voice groups. Almost all children have a strong understanding of the importance of respecting and including everyone in the life and the work of the school.

■ Children learn about their rights through assemblies and through discussions about the 'right of the month'. As planned, staff should continue to embed children's understanding of rights more explicitly. This will help children to understand how their rights impact on their lives in school and beyond.

■ Parents/carers participate in a range of school-organised activities which help them to support their children's health and wellbeing. For example, parents/carers recently attended a

well-received health and wellbeing evening event where staff led a range of workshops. These included workshops on sensory and fine motor skills, yoga, tai chi, mindfulness and book tasting. Senior leaders regularly provide information for parents/carers on ways to support their child's wellbeing. For example, parents/carers have recently been provided with information about attachment and neurodiversity.

- As a result of regular training and guidance, staff understand and apply the statutory requirements and codes of practice in relation to child protection and safeguarding. Staff follow local authority policies and approaches to promote positive relationships and understand distressed behaviour.

- Children who require additional support for learning are supported well by caring staff who demonstrate a very good understanding of individual children's needs. Children with identified needs have 'communication passports' which teachers use to plan learning. A staged intervention approach is well established and supported by local authority procedures. Staff should continue to ensure children's and parents'/carers' views are included in the planning and evaluation of interventions to maximise children's progress in learning.

- Senior leaders promote very well the importance of children attending school every day. Senior leaders have increased their monitoring of attendance to identify patterns of individuals and cohorts and are taking effective action to address low attendance. For example, where children's attendance falls below a certain level, staff liaise with parents/carers to create an attendance support plan. The support plan identifies potential triggers for absence and sets out clear measures to reduce the risk of non-attendance. Evaluations show that these approaches are beginning to support improved attendance for identified children.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.

- Almost all children have a strong understanding of diversity as a result of the school's focused work on inclusion. Children are encouraged to respect and celebrate everyone's uniqueness. Children from mainstream and additional support needs classes have rich opportunities to learn together, for example, in relation to topic work and PE. Children in the P5 classes recently planned and presented together a highly successful assembly on the topic of the rainforest. This exemplified their understanding about issues relating to learning for sustainability and their role as responsible citizens. Children learn about equality and diversity through planned activities in religious and moral education. Some classes have been learning about issues relating to discrimination through novel studies. As planned, staff should now build on children's understanding of equality through learning about other protected characteristics.

- There is a well-planned transition programme in place both from early years into P1, and P7 to the local secondary school. Effective enhanced transition arrangements are in place for those children requiring extra support. This is helping to ensure children's wellbeing and learning needs are well supported at points of transition.

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 in the mainstream setting across P1, P4 and P7 achieved expected CfE levels in literacy and in numeracy in session 2022-23. A few older children are working beyond expected national levels. Most children who are not reaching expected national levels are making good progress towards their own individual learning targets.

Attainment in literacy and English
- Overall, most children at early and second levels, and a majority of children at first level, are making good progress from previous levels of attainment.

Listening and talking
- The majority of children at early level use appropriate body language when listening to others and answer teachers' questions relevantly. They participate actively in songs and rhymes. A few children need further practice in taking turns. Most children at first level contribute well to group and class discussions. They understand the verbal and non-verbal techniques which are important to be a good listener. A minority of children at first level need more practice in using these techniques appropriately. Almost all children at second level build well on the contributions of others. Almost all children at second level deliver well-organised talks to other children in the school.

Reading
- Most children at early level blend letter sounds together to read unfamiliar and tricky words. They hear and say patterns in words and the different single sounds made by letters. Most children at first level read familiar pieces of text effectively. They identify the main ideas in texts and can talk about their favourite authors. A few children are not clear about the difference between fact and opinion. Most children at second level recognise techniques used in a range of genres to influence the reader, such as word choice and imagery. They are confident in explaining their preferences for particular types of text and authors, supporting their ideas well with evidence.

Writing
- Almost all children write clearly and legibly, as appropriate to their CfE level. Most children at early level, make an attempt to use capital letters and full stops in short texts and personal recounts. The majority of children at first level, spell most familiar words correctly. They write independently, using vocabulary for specific purposes. They will benefit from further practice using the features of different genres, such as informative, personal and persuasive writing. Most children at second level, create texts within a variety of genres. They are knowledgeable about the purpose and effects of features of writing, such as punctuation and grammar. They need to develop further their skills in making choices about layout and presentation, including in digital texts.

Numeracy and mathematics

■ Overall, most children at early and second levels, and a majority of children at first level, are making good progress from previous levels of attainment.

Number, money and measure

■ At early level, most children confidently add within 20 and subtract within 10. They identify the number before, after, and between with increasing confidence. A few children at early level are exploring larger numbers. At first level, the majority of children round whole numbers to the nearest 10 and 100. They identify coins and notes and demonstrate an awareness of how goods can be paid for. At second level, most children explain the link between a digit, its place, and its value. Most children calculate simple percentages of a quantity linked to a sale in a shop. Across the school, children need to improve further their speed and accuracy in mental calculations.

Shape, position and movement

■ At early level, most children correctly use the language of position and direction, including above, below, left, right, forwards, and backwards. Most children identify and create pictures using simple two-dimensional shapes, for example, by creating a boat picture. At first and second levels, children identify the properties of three-dimensional objects. At first level, the majority of children identify the area of a shape by counting squares. At second level, most children use the language of acute, obtuse, straight and reflex to describe and classify a range of angles.

Information handling

■ At early level, most children ask simple questions to collect data for a specific purpose. At first level, the majority of children select and use the most appropriate way to gather and sort data, for example, by using a pupil survey. At second level, most children use the language of probability accurately, for example, to describe the likelihood of weather at certain times of the year. Overall, children should apply their information handling skills across the curriculum, incorporating the use of digital technologies.

Attainment over time

■ Senior leaders use a wide range of quantitative and qualitative data to monitor the progress of individual children and groups of children, such as those who experience barriers to their learning. Senior leaders have comprehensive data about children's attainment for the last six years. This data shows that progress for most children has improved, and poverty-related attainment gaps have narrowed over this period of time. As planned, senior leaders should continue to identify gaps in children's learning to ensure all children make the best possible progress in literacy and numeracy. Senior leaders should build on processes to monitor children's progress across all areas of the curriculum.

Overall quality of learners' achievements

■ All children benefit from access to a range of extra-curricular activities led by school staff, for example, in football, drama and choir. These clubs support children to develop skills such as teamwork and confidence in performing in front of an audience. Senior leaders have developed a bespoke wider achievement programme which is supporting children to develop skills through volunteering and participating in sports. Staff track children's participation in clubs, committees and wider achievement awards. This allows them to identify and target children who are at risk of missing out on opportunities to achieve success. As planned, children should now be supported to profile the skills for learning, life and work they are developing as a result of these activities.

Equity for all learners

- Senior leaders and staff know children and families very well. Senior leaders take sensitive and effective action to manage the cost of the school day and mitigate barriers children face. For example, senior leaders signpost financial support and ensure families have links with relevant agencies to support wellbeing. This is supporting children's engagement with learning.

- The headteacher uses a wide range of relevant data to identify and target interventions funded by PEF. This session, PEF is mainly focused on the provision of staffing to work closely with identified children to improve wellbeing and attainment in literacy and numeracy. PEF funds partners who work closely with identified families to improve children's attendance. Evaluations show the positive impact of focused interventions on improving attendance and some improvement in relation to raising attainment. As planned, senior leaders should continue to accelerate the progress of raising attainment in literacy and numeracy for identified groups of children. This will help to continue to narrow poverty-related attainment gaps.

Context

The Additional Support Needs base ('the base') within Greenhills Primary School supports children requiring a range of additional support from across South Lanarkshire. The base currently supports 64 children split across eight classes. Six of the eight classes are situated within the main building. The remaining two are located within the annexe on the school's campus.

Leadership of change

- The school's values of 'achieve, believe and create' are central to children's learning. Staff's high expectations for all children are evident in all lessons and their daily interactions with children. Staff have a good understanding of each child's background, including their additional support needs. This supports them to plan effectively how best to meet each child's needs.

- Staff reflect regularly on their practice. This supports them to identify where improvements in provision can be made. Senior leaders support staff effectively to make the school's vision of an inclusive school a reality. This is leading to all children in the base feeling fully included as members of the wider Greenhill Primary School community.

- Senior leaders create a climate of innovation and creativity throughout the staff team. All staff feel empowered to take forward leadership opportunities in areas of interest to them. For example, teachers are leading improvements in approaches to developing children's fine motor skills. This is helping children improve their writing skills. Staff's work in developing their understanding of attachment theory, supports them to create a calm and purposeful learning environment.

- Improvement priorities for the base are identified through effective self-evaluation. Senior leaders and staff are skilled in adapting whole school improvement priorities to ensure they are relevant to the base. This ensures priorities focus on what actions will lead to meaningful improvements, whilst maintaining consistency across the wider school. For example, this is leading to staff using a consistent approach to how they use visual cues to communicate with children.

- Senior leaders manage the pace of change very well in the base. This ensures that change is sustainable and leads to improvements in outcomes for children. Where appropriate, children from the base are involved in taking on leadership roles in the school. Senior leaders should continue to develop parents'/carers', partners' and children's roles in helping to improve the work of the school. A useful first step would be to consider how parents/carers of children at the base could meet together as a group.

Learning, teaching and assessment

- All staff establish and maintain nurturing and appropriately challenging relationships with all children. They have a good understanding of each individual child's additional support needs. Teachers use visual cues to communicate effectively with each child. This supports children to develop their communication and social skills. Professional learning in attachment theory supports staff to understand how their caring interactions help children to engage meaningfully in their learning. As a result, taking account of each individual child's additional support needs, almost all children are kind and respectful of each other at all times. They listen carefully to instructions and show high levels of respect to staff. Children support each

other and are enthusiastic learners. Staff use physical spaces within classes and throughout the school effectively to maintain children's enjoyment in their learning.

- All staff ensure that children's learning is built upon children's rights. They fully understand their role in developing lessons which promote and protect children's rights. This helps them to create a calm and purposeful learning environment. As a result, most children engage well in their learning. In the few instances where children become distracted or dysregulated, staff are skilled in calmly redirecting children back onto task. Teachers should continue to develop their approaches to how they engage all children in their learning.

- Teachers use play-based approaches well throughout the base to support children to develop their skills through play. This includes helping children to learn in real-life contexts, such as playing at 'shops'.

- Teachers use a digital platform well to assess each child's capabilities in literacy and numeracy. This supports them to plan lessons, which build on what children can already do. They assess each child's progress regularly throughout the year. Staff's observations of children during each school day help them to identify when children learn a new skill.

- Detailed records of children's progress help staff effectively to track and monitor children's attainment. Teachers plan learning well based on children's abilities, interests and needs. For a few, this includes linking contexts for learning to topics being taught in mainstream classes. Processes for tracking and monitoring children's attainment support teachers to identify individual targets for each child. Senior leaders and teachers should consider how processes for planning learning, tracking and monitoring children's attainment and identifying children's individual targets could be simplified. This has the potential to make these processes more manageable and help staff focus more explicitly on improvements in learning and teaching.

Ensuring wellbeing, equality and inclusion

- Staff have developed an effective approach to ensuring the whole learning community has a shared understanding of wellbeing. Their focus on developing a caring and nurturing ethos across the whole school helps children to feel cared for and valued. All staff treat children with high levels of respect and dignity. These caring relationships extend throughout the staff team. This supports the strong sense of community within the school. As a result, children enjoy attending the base. Staff model caring relationships well. This helps children develop their social skills.

- All staff embrace opportunities to undertake professional learning related to children's wellbeing. This supports them effectively to understand how best to interact with children to ensure their wellbeing. This is particularly evident in the base where staff are skilled in de-escalating instances where children may become distressed.

- Children's individual additional support needs are captured well in their pupil profile and 'communication passports'. Where appropriate, this includes information provided by partners. Multi-agency planning is effective in ensuring that pupil profiles contain detailed information to help staff plan to support each individual child. In the few incidents where children become distressed, senior leaders record these accurately in line with local authority procedures. These incidents occur mostly in relation to children becoming frustrated. Staff discuss these incidents with children and help them to develop strategies to manage their emotions and feelings more appropriately. Where appropriate, senior leaders use these records effectively to inform multi-agency planning to support a reduction in these incidents. In a few instances, staff do not

take sufficient account of strategies identified to support children. Senior leaders need to ensure that all staff are aware of and follow strategies identified in children's support plans.

- All children have opportunities to experience learning alongside their peers in mainstream classes. These include joining mainstream classes for lessons in, for example, PE or Spanish. Children from the base attend a range of clubs in the school. These include a range of sports and creative activities including, for example, athletics and the school choir. Every pupil committee includes one or more children from P4 to P7 from the base. This results in most children feeling fully included in the life of the school.

Raising attainment and achievement

- Children's attainment is evaluated using accurate 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 all children are making progress in their learning. The range of children's ages and differences in their individual additional support needs renders comparison of cohorts or groups invalid. Observations of children's learning and work demonstrates that overall, most children are making good progress from their prior levels of attainment.

- All children in the base access a variety of clubs within the school. These are helping children to develop their confidence and achieve success. The school celebrates children's personal achievements through a range of school awards. Children feel a sense of pride when these are awarded at school assemblies.

- Senior leaders use PEF to provide additional staff to support children in the base and mainstream classes. This provides children opportunities to experience equity through accessing learning alongside their mainstream peers. Senior leaders should now evidence how PEF is helping to improve children's attainment in the base.

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.