

Summarised inspection findings

Sandwood Primary School

Glasgow City Council

31 March 2020

Key contextual information

Sandwood Primary School is situated in Penilee, Glasgow. At the time of the inspection, the school roll was 316 in the mainstream classes and 24 in the language and communication resource (LCR). Children are taught in 12 classes in the mainstream and four classes in the LCR. The majority of children reside at addresses in SIMD deciles one and two.

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 school's vision and values are highly visible and summarised by their vision statement 'Dream, Believe, Achieve'. Values feature as a significant part of the work of the school and the over-arching core value is respect. These values support children to identify, articulate and model the attributes they wish to display. The shared understanding of these values provides a strong foundation for school improvement.
- The highly skilled headteacher is very ably supported by the depute headteacher and together they provide effective and supportive leadership across the entire school community. Within the senior leadership team (SLT), there is a strong sense of teamwork and support. Remits and responsibilities planned and managed by the headteacher make best use of individual strengths.
- The SLT has created and encouraged a strong culture within the school where all staff are able to lead initiatives and inform change. Staff highly value the support and encouragement they receive from the SLT and collaborate effectively to explore new ideas and thinking. They welcome opportunities to access professional learning, showing a clear understanding of the importance of research and professional dialogue to support improvements. Current developments in play-based learning, science, technology, engineering and mathematics (STEM), are having a positive impact on improving outcomes for learners, fostering creativity and innovation. Teachers have had opportunities to present their learning at authority level with the SLT presenting and sharing findings at local and national events.
- All staff benefit from a supportive and rigorous professional review and development process. Teachers use the General Teaching Council for Scotland (GTCS) Professional Standards to identify their targets, goals and aspirations. A few teachers have gained formal accreditation and are working toward a masters qualification. Using a coaching approach, teachers work in collaboration with the headteacher to set relevant targets, supporting both their career long professional development, while contributing to the school improvement agenda. For example, school based Challenge Leaders of Learning (CLOL) are instrumental in driving forward key aspects of improvement in literacy and numeracy across the school. The headteacher is very proactive in ensuring protected time allows teachers to work on, and reflect against, professional learning targets set.

- Systems which support strategic planning for improvement are transparent and well embedded. The current school improvement plan (SIP) accurately sets out clear priorities. This builds upon work undertaken previously and identifies new areas for improvement. Senior leaders have used the National Improvement Framework and context of the school very well to design the SIP. Senior leaders use highly effective and robust self-evaluation. They carefully plan quality assurance activities, tracking priorities closely and focusing on improving attainment for all while closing the attainment gap.
- Almost all children across the school are included in a committee. These include Fairtrade, learning outdoors and digital literacy. Children talk confidently about working with others across the school and sharing their views. As a next step, to increase learner participation, the committees should work to develop clear action plans outlining the work they will do and how they will evaluate their progress.
- All staff have a strong understanding of the school's social, economic and cultural context. They use this skilfully to inform their practice. There is a clear rationale for the identified interventions chosen to support children who may face barriers to their learning. Attainment Scotland funding has been used to raise attainment in literacy and numeracy. This is increasing parental engagement, improving play based learning and the monitoring and tracking of children's wellbeing. The school has a wealth of data to demonstrate the positive impact its interventions are making to children and their families.
- The SLT has developed a variety of very creative approaches to engage with all parents. For example, the 'family connect' afternoons and Additional support needs (ASN) café support parents to become more involved in children's learning. The headteacher works very effectively in partnership with the Parent Council and wider parent forum to consult on a range of matters, including methods of communication, school improvement planning and wider school initiatives.

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

- Overall, the quality of learning and teaching across the school is good. All staff have worked effectively to embed the vision, values and aims across the school. This is resulting in a positive environment for learning where most children are well behaved, keen to engage and participate enthusiastically in their learning. Relationships between staff and children are respectful and nurturing. Almost all children feel that their teachers treat them fairly and with respect. Children are very proud of their school and value the wide range of learning experiences on offer both within and outwith the school day.
- All staff work extremely effectively as a supportive team to enhance learning opportunities for all children. Teachers plan lessons that appropriately challenge the majority of children. They also plan imaginatively to support the delivery of creative and motivating lessons that engage children including those facing challenges in their learning. In almost all classes, children are involved in planning aspects of interdisciplinary learning contexts. For example, they identify what they already know about a context and what they would like to find out. Senior leaders and teachers need to ensure that a more consistent approach to learning and teaching takes place. This should help to support increased pace and challenge, particularly for the more able, and support all children to make appropriate progress.
- In all classes teachers provide clear explanations and instructions during their teaching. Class teachers share the purpose of the lesson and the learning expectations. As a result, almost all children are able to confidently explain the activities they are undertaking. A few children understand how they can make independent progress within their learning. Staff should now continue to support further the development of individual target setting. This should include sharing next steps in learning with children to encourage them to take more responsibility for, and be more independent in, their learning.
- The school has recently expanded children's leadership opportunities and all children are part of a wide variety of leadership committees. These provide the pupils with opportunities to develop effectively both learner voice as well as to contribute to the life of the school. Most children feel that their views are listened to, with the majority feeling able to approach staff with suggestions and ideas. Staff and children both report that the expansion of these groups has already increased children's confidence levels. This is providing appropriate opportunities for children to develop a range of skills for learning, life and work.
- Teachers have introduced successfully a play-based approach in P1. As a result, children are becoming more creative, independent and confident in their learning. Children are learning effectively through opportunities to explore, experiment, discover and problem solve in imaginative and play orientated activities.

- Teachers use whole class lessons appropriately to support learning in almost all classes. They provide opportunities for group and paired work in most classes. Learning environments are stimulating displaying a good variety of children's work across the curriculum. Children are proud of their own learning and talk confidently about their work.
- In most lessons, teachers use questioning well to check children's understanding. Staff should continue to develop the use of higher order thinking skills to scaffold and extend learning. Teachers provide children with a range of oral and written feedback. Children report that this feedback helps them to know how well they are doing in their learning. Teachers should continue to develop children's understanding of their next steps in learning.
- Most teachers use STEM effectively to provide opportunities for children to exercise choice within their learning. Children are recognising curriculum connections and are building upon, and applying appropriately, their knowledge and cross-curricular skills to good effect within STEM lessons. Staff should continue to plan opportunities for children to apply their learning in different contexts across the curriculum. This should help to embed learning further and support children in making both curricular and real life connections. Most teachers use digital technology effectively to support and extend learning across the curriculum.
- Senior leaders have developed effectively a planned programme for assessment across all curricular areas. This is supporting well teachers understanding and application of assessment approaches across the curriculum. The SLT has correctly identified the need to use the variety of assessment information more effectively as an integral part of planning. Teachers take part in moderation activities both within their own school and within their learning community. Continuing to develop moderation activities should further improve teacher confidence and professional judgement. This should include interpreting data and diagnostic reports from the Scottish National Standardised Assessments (SNSA).
- Staff use progressive planning tools well to support the learning of concepts and skills. Staff know children very well and are aware of any challenges they face. They provide additional support as and when required. Senior leaders deploy support staff effectively to provide an appropriate balance of both targeted support for individual children as well as wider support for learning. This is resulting in increased learner engagement and confidence. Planned opportunities to challenge further those children who exceed targeted levels of expectation, will help to ensure an appropriate balance of support and challenge for all.
- The SLT has established robust, systematic approaches for tracking and monitoring children's learning and progress across the curriculum. Teaching staff are involved regularly in informative and useful attainment and achievement meetings that help them to track, monitor and assess children's progress in their learning. Teachers' have developed well arrangements for moderating standards. They have high expectations for children's work and overall, their professional judgements are reliable. Teachers should continue to develop their knowledge of benchmarks across all curricular areas to ensure a deeper understanding of standards. Senior leaders are currently piloting and developing a bespoke intervention tracker which has the potential to provide clear information regarding achievement across all curricular areas and to support appropriately children's progress in learning.

2.2 Curriculum: Learning pathways

- There is a planned cycle of learning to ensure coverage of all of the experiences and outcomes for each curriculum area. Sandwood Primary has clear progression pathways for literacy, numeracy and mathematics. Teachers use these pathways effectively to ensure planned learning experiences build upon prior knowledge. Senior leaders and teachers identify gaps in learning and ensure that appropriate skill development takes place. Currently teachers are updating science pathways and plans are in place to create a holistic pathway overview for expressive arts. These will help to ensure that skills and knowledge within these areas are progressive and delivered more consistently across all classes.
- Children use digital technologies across learning for example, to undertake research and to develop presentation skills. Currently the number of digital devices in school is limited however there are plans in place for all children to have a tablet to support their digital learning both at home and in school. Teachers are highly motivated regarding the planned roll out of tablets across the school and are already engaging in relevant professional development to identify and maximise the potential benefits for children. Senior leaders and teachers should now develop further opportunities for learning ensuring that all children develop the skills needed for the digital world.
- The headteacher has identified the need to revisit the curriculum design principles. This should help ensure all children consistently benefit from planned opportunities to experience Curriculum for Excellence (CfE) entitlements in all curriculum areas. Teachers should continue to involve children in developing these pathways to help them understand how to improve their learning and apply skills and knowledge in meaningful contexts.
- The school achieved the Green Acorn Award in April 2019 for their work on learning for sustainability which has effectively supported the development of outdoor learning experiences and skills. All children benefit from learning outdoors. The school makes use of a wide range of outdoor learning environments, including a local woodland. Staff use the school grounds effectively to provide positive opportunities to consolidate and extend curriculum learning. There are plans to develop further outdoor learning and to create a progressive pathway ensuring that outdoor learning becomes an integral part of planned learning experiences for all children.
- Children receive their entitlement to physical education each week. All children learn French, with the opportunity to learn a third language as appropriate. Teachers support religious observation through strong partnership working with the local chaplain.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have developed strong partnership working with parents and a number of agencies. They continue to develop partnerships that are motivating children to achieve and are supporting families to engage with their child's learning. Staff have developed well a number of family learning initiatives. These include the evidence based Families Connect programme which supports parents and children to learn together with a focus on literacy, numeracy and emotional development. The Learning Café provides a lending library which is supporting well children's reading skills and also provides assistance with home learning activities. These initiatives are providing parents with the confidence to support their child's learning in a variety of ways.
- Senior leaders have developed well a variety of ways in which they communicate with parents and the wider community. This includes, newsletters, social media and the school app. Visits to local businesses, churches and involvement in community fundraising activities is also raising the profile of the school in the local community.
- Parents are very positive about the work of the SLT and supportive of the school. Almost all parents believe that the school is well led and feel comfortable in approaching the school with a question or a concern. The school should continue as planned to develop innovative approaches to involving all stakeholders in the life of the school. As part of this work, staff should develop further approaches to how parents can become involved in school improvement planning and evaluating the impact of increasing parental engagement on raising attainment and achievement for all children.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- A very strong sense of community, based on shared values and an understanding of children's rights, is evident throughout the school. Very positive, supportive relationships between staff, and amongst staff and children, provide a welcoming and inclusive ethos. Almost all staff feel valued and respected. Staff model consistently positive, respectful relationships for children and have a shared understanding of wellbeing. As a result, most children feel that they have someone to talk to in school should they have a worry or concern. A structured, whole-school approach is supporting children to develop their ability to talk about their emotions in the majority of classes. Almost all children are polite and well mannered.
- The development of health and wellbeing has a high priority within the school's improvement plan. A whole school approach to nurture underpins the school's overall approach to health and wellbeing. Professional learning is successfully increasing the consistency of the school's approach to wellbeing. It is developing staff skills in meeting children's needs. The effective use of Pupil Equity Funding (PEF) is enabling the school to expand its use of therapeutic approaches. This is supporting children well to self-regulate and manage their emotions.
- Comprehensive and regular tracking and monitoring of health and wellbeing provides senior leaders with a very clear understanding of wellbeing across the school. Effective strategic analysis of data by senior leaders informs areas for improvement, such as the need to develop further the resilience of children. Action taken to address this identified need has improved the resilience of the children involved. A tracking system to focus specifically on measuring the impact of targeted interventions is currently in development.
- The SLT has a very good understanding of each child as an individual. They work tirelessly to ensure parents and carers feel welcomed and supported to meet their specific wellbeing needs. Most parents feel the school knows their child as an individual and supports their wellbeing well. The solution-focused approach taken by senior leaders enables parents and carers to work in partnership with the school to reduce barriers to learning and improve outcomes for children.
- Effective partnership working with a range of agencies, such as Quarriers, provides meaningful targeted support for children and families. Partners feel valued by the school. Almost all partners feel that effective arrangements are in place to evaluate the impact of their work. Children and families are benefiting positively from the programmes and interventions provided. This includes the provision of enhanced levels of support for identified children as they move on to secondary school, resulting in positive outcomes.
- Almost all children feel the school teaches them to lead a healthy lifestyle. Commendably, the school's commitment to improving children's physical health has resulted in the school gaining, and retaining, their Sportscotland gold school sport award. Healthy eating is actively

encouraged. The school provides free fruit for those who wish it daily. This extends to include parents and families by providing healthy eating leaflets and free fruit at all school events.

- The school has correctly identified the need to continue to support children and families to ensure the safe use of social media. P7 children recently made videos promoting internet safety. Plans are in place for the children to share important safety messages with their peers and parents using these videos.
- Robust approaches to track, monitor and address attendance and late coming are in place. Senior leaders work closely with parents and carers, and a range of agencies, to support children to attend school. Senior leaders have made progress in improving the attendance of a few children. Levels of attendance are below the local authority average.
- Robust systems and processes are in place to ensure all staff know their responsibilities in relation to statutory duties. All staff engage in regular professional learning that takes appropriate account of relevant guidance and codes of practice that relate to children's rights, wellbeing and inclusion.
- The school supports children requiring additional support to overcome barriers to learning very well. The creative approaches used by senior leaders ensure children receive appropriate support. The successful development of a bespoke, in-house provision, 'Heatherwood', is enabling a group of older children to engage positively with the wider school. The 'Enchanted Forest' provides effective nurture provision for younger children. Planning approaches include quality individual learning targets. Staff review these regularly, in partnership with parents and children, ensuring they lead to improved outcomes for children. Almost all children who receive nurture support make good progress.
- The school understands, values and celebrates diversity in a wide variety of ways. The range of languages spoken by children and families is promoted and shared. Welcome signs on each classroom door recognise and celebrate the languages spoken within. Pupil leadership committees are developing children's understanding of British Sign Language and English as an Additional Language (EAL). The school provides EAL courses for parents. Children explore multi-faith issues and religious intolerance through curricular work, such as novel studies, and through the school's assembly programme. As a result, children appreciate and respect diversity. Participation in 'anti-bullying week' activities supports all children to understand and address bullying. As a result, most children feel that the school deals with bullying effectively.
- There is a strong commitment to widening opportunities linking to learning for pupils through a variety of excursions, workshops, visiting specialists and PEF is used effectively to enhance these. Senior leaders track participation in these activities closely to ensure no child misses out. Staff plan carefully the range of excursions provided to ensure they continue to broaden children's experiences. Teachers evaluate the impact of these to ensure the views of children inform future planning. The school's own parent survey data identifies the provision of excursions as a particular strength of the school. When planning all school events, the cost to parents is considered. Senior leaders consult with the Parent Council and pupil council appropriately during this planning process.

3.2 Raising attainment and achievement

good

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

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

Overall attainment in literacy and numeracy

- The overall quality of children's attainment in literacy and English language and numeracy and mathematics is good.
- Data provided by the school from session 2018/19 reliably shows that the majority of children in P1 and P7 and most children in P4 achieved the appropriate CfE level in reading. The majority of children in P1, P4 and P7 achieved the appropriate CfE level in writing. Most children in P1 and P4 and the majority in P7 achieved the appropriate CfE level in listening and talking. Most children in P1 and P4 and the majority in P7 achieved the appropriate CfE level in numeracy.

Literacy and English

- The school's approaches to raising attainment in literacy and English are resulting in most children making good progress from their prior levels of attainment.

Listening and talking

- Almost all children at early level, listen and talk with increasing confidence to both peers and adults. They can follow instructions and share their ideas through small focused group work and whole class feedback opportunities. Play-based learning is providing opportunities for children to develop skills with increasing confidence across a range of contexts. At first level, most children demonstrate that they are respectful of different views and can ask and answer questions confidently. Most children communicate clearly and audibly when working in pairs or when sharing and presenting to the wider class. Within second level, the majority of children contribute relevant ideas and give opinions when engaging with others. They can ask and answer literal, inferential and evaluative questions. Children use appropriately vocabulary that is suited to the purpose of the conversation. As planned, senior leaders and teachers should now collectively develop a skills progression framework in talking and listening.

Reading

- Within the early level, children use their knowledge of sounds, letters and patterns to read words. Most children read aloud with confidence, using their knowledge of challenging words to support the rhythm of their reading. At first level, children speak enthusiastically about their favourite authors and preferred genres. Within non-fiction reading, children can skim and scan for key information. Using their knowledge of alphabetical order, they can confidently apply their dictionary skills when faced with unfamiliar vocabulary. At second level, the majority of children can make relevant comments about sentence structure and punctuation. They make predictions about the characters in their books, reflecting on their actions and feelings. They are becoming increasingly confident in using strategies to decode more sophisticated and unfamiliar vocabulary which is supporting their reading fluency.

Writing

- At the early level most children are beginning to write independently using capital letters, full stops and leaving a space between words when writing. At first level, most children structure their writing in a logical order, including relevant information with some beginning to use paragraphs to organise their ideas. Within second level, the majority of children are demonstrating progress across different writing genres. Children have opportunities to write both short and extended texts regularly for different purposes. A recent focus on poetry has supported learners to explore new vocabulary and varied sentence structures to engage and influence the reader. Children are less confident in using sophisticated vocabulary and writing at length.

Numeracy and mathematics

- Overall, children's attainment in numeracy and mathematics is good. Most children are making good progress at early and first CfE levels. The majority are making good progress at second CfE level. The local authority has trained all staff in new approaches to teaching mathematics and numeracy. Staff trained as CLOL are supporting very well these approaches. This is supporting well children's understanding of mathematical concepts and improving teacher confidence.

Number, money and measure

- Overall, children demonstrate a good understanding of number and number processes. At early level, using concrete materials, almost all children arrange items according to size. At first level, most children recognise and order numbers to 100. Most children round whole numbers to the nearest ten and 100, and use this routinely to estimate and check the reasonableness of a solution. Estimating answers to calculations and lengths of objects requires further development. At second level, children are being encouraged to recognise and apply different strategies when completing calculations. They use these strategies effectively to add and subtract whole numbers and decimal fractions to two decimal places. Children are less confident when converting fractions to decimal fractions and when applying the correct order of operations in number calculations.

Shape, position and movement

- At early level, almost all children recognise common two-dimensional shapes and organise them using various criteria. They can also copy and continue a pattern using colour and shape confidently. At first level, most children identify and describe the properties of two-dimensional shapes and three-dimensional objects. Children's mathematical language is developing well. They use their vocabulary correctly to identify the properties of two-dimensional shapes and three-dimensional objects. Children at second level, draw accurately three-dimensional objects using isometric paper and confidently describe their properties. A focus on improving the accuracy of drawing coordinate axes and measuring angles will help children develop this skill further.

Information handling

- Children at early level collect and organise objects for a specific purpose. For example, sorting objects by shape, size and colour. At first and second levels, children are provided with a few opportunities to ask and answer questions regarding data sets. They extract key information from a variety of data sets including charts, diagrams, bar graphs and tables. Teachers should provide opportunities for children to use and analyse data from real life projects. This will support further their information handling skills. For example, using the Clyde in the Classroom project to provide children with the opportunity to collect and analyse information from a real life data set.

Attainment over time

- Current data relates to the last two years and the current session. Based on this information, most children are making good progress from prior levels of attainment at early and first levels and the majority at second level. The school has successfully raised attainment from 2017/18 to 2018/19 at P1 and P4 in listening and talking, reading, writing and numeracy. Senior leaders have correctly identified the need to address a drop in attainment at second level. Regular forward planning and attainment review meetings are supporting teachers well in improving the reliability of professional judgements.

Overall quality of learners' achievements

- There are a range of lunchtime and after school clubs on offer. Staff provide all children with the opportunity to be involved in pupil leadership groups such as the pupil council, health and wellbeing and digital literacy committees. This is supporting them in developing listening, communication and teamwork skills. Senior leaders track levels of participation and use this information well to encourage all children to become involved in wider achievement activities. A next step would be to investigate further opportunities for gaining accreditation through involvement in wider achievement activities.
- Staff collate children's achievements monthly and share these in the school newsletter and display on the Sandwood Stars notice board. The school community celebrate success through assemblies and the use of social media. Teachers track and monitor effectively children's participation in activities.
- Children in P7 are developing well an awareness of skills required for various careers through involvement in the STEM fair. Teachers provide all children with the opportunity to explore possible career options as part of the 'Dream, Believe, Achieve' initiative. Parents and partners share their career experiences and children can confidently describe what skills they believe are required for a variety of jobs. Teachers should continue to help children understand the different skills they are developing through these opportunities and wider achievements.

Equity for all learners

- The headteacher and staff have developed effectively approaches to ensuring equity for all learners. They understand the needs of all children and families very well. Staff are committed to ensuring that no child misses out on learning experiences due to financial barriers. Initiatives, such as ensuring all children have access to school uniform and raising awareness of the 'cost of the school day', are leading to more children feeling included as part of the school community.
- Senior leaders consult all stakeholders prior to on the use of the Scottish Attainment Challenge funds. Senior leaders use this funding effectively to develop a number of well-planned interventions. These include providing additional staffing, staff training and new material resources to support improvements in literacy, numeracy and health and wellbeing. The impact of these interventions have been particularly successful in supporting families to ensure that children are ready to learn. This targeted support is also reducing exclusions, improving children's attainment and levels of engagement in class.

School Empowerment

■ Staffing

Please see QI 1.3 for further detail.

- At Sandwood Primary School there is a highly commendable culture of professional learning, trust and respect.
- Leadership at all levels is firmly embedded leading to innovative and creative learning opportunities which are engaging learners and supporting the school to raise attainment.
- Research, professional visits and further study are supporting the staff team well to improve their pedagogy and moderate effectively together.
- The staff team links with a wide range of partners to raise the aspirations and widen the knowledge and skills of learners.

Context

Sandwood Primary School hosts a Glasgow City Council Language and Communication Resource (LCR) which was relocated to the school approximately four years ago. Placement at the LCR is agreed at the Area Inclusion Group. The LCR supports children who have a diagnosis of Autism Spectrum Disorder (ASD) and who have been assessed as requiring specialist support to benefit from their education. The LCR has a school roll of 24 children ranging from P1 through to P7 on a full time basis. The LCR has four classroom spaces and a number of sensory play or learning rooms. All LCR spaces are located within a single facility attached to the school. Almost all children are transported to school using a school bus or taxi.

Leadership of change

- Two years ago, the SLT undertook significant recruitment to staff the LCR. This resulted in the employment of a principal teacher, four class teachers and three support staff. Since the recruitment, enhancing staff capacity to support children with diagnoses of ASD has been a primary focus.
- Senior leaders, supported by staff, share the school's vision, values and aims and embed these across the LCR. Senior leaders provide strong leadership and ensure opportunities for LCR teaching staff to lead on aspects of school improvement and consider improvement needs within the specialist LCR context. As a result, teachers have benefited from leading improvement areas that impact positively upon school and LCR priorities. Teachers who lead on areas of improvement cascade their professional learning through peer modelling and through supporting professional dialogue. Children attending the LCR are not yet fully involved in improvement planning or in school committees. The school should continue their plans to support appropriately and include all children in these activities.
- The leadership team observe regularly classroom practice and monitor teacher planning. They provide timeous feedback to teachers and support staff on areas of strength and areas for improvement. Staff are continuing to improve their practice to ensure the provision of high quality learning experiences for children. Additionally, teachers are active members of a LCR trio located within the local authority. The trio shares good practice from their individual LCR settings. Teachers have improved their capacity to work within the specialist provision through reflecting upon current practice, accessing professional learning opportunities and developing nurturing practices. This has improved expectations of how teachers plan to support children's learning needs and improved classroom practice. All staff would now benefit from accessing more specialised training to continue their development in meeting the varied range of additional support needs within the LCR.

Learning, teaching and assessment

- Teachers and support staff across the LCR have developed a calm and nurturing culture for most children. They know and support the needs of the children very well. Staff use this knowledge to encourage children to participate in planned activities. In the majority of lessons, children are actively engaged in learning with staff supporting them well. Staff match learning experiences to their needs. As a result, the majority of children are able to access a range of appropriate learning activities. Staff should now design more learning activities to promote children's increased independence across a range of contexts, including the use of digital technologies, to support learning further.
- Teachers use a range of learning environments to enhance learning and teaching. These include, Linn Park, identified spaces within the school grounds and sensory and play rooms

within the LCR. The LCR should continue to ensure opportunities to access the mainstream school are consistent, well planned and meaningful. This will promote further independence and application of skills in less familiar contexts.

- A feature across the LCR is developing children's learning through practical application of skills. In a majority of classes, creative approaches to learning and teaching improve pupil participation and understanding of learning taking place. Teaching approaches take account of the majority of learner's needs, resulting in motivated and engaged learners. For a few children, there is a need to improve engagement and motivation.
- Teachers use formative and summative assessment to track and measure children's progress. They are aware of progress made by children and can talk confidently about how observations demonstrate improvements in individual children's social development, knowledge and understanding. Staff gather a range of valid and reliable evidence including a range of assessments, photographs, completed work, observations and outcomes from individualised targets.
- Staff plan the curriculum using experiences and outcomes and measure progress using National Benchmarks. A member of the leadership team, along with each class teacher meet termly to review and focus on children's progress with their learning. This ensures effective monitoring of interventions and consideration of adaptations to individual learner's curriculum.

Ensuring wellbeing, equality and inclusion

- Across the LCR, approaches to wellbeing improves outcomes for most learners. Parents of children in the LCR are positive about the support their child receives and the communication from the staff. Almost all children feel safe within the LCR and are positive about the staff team that support them. Almost all children have had periods of interrupted learning before beginning their placement at the LCR and have now successfully re-engaged with education as a result of their placement. All children have additional support plans (ASP) or wellbeing assessment plans (WAP) and have assessments carried out using wellbeing indicators. When compared to initial assessments, the outcomes from ASPs, WAPs and wellbeing assessments identify that almost all children are making good progress in improving their wellbeing.
- Senior leaders develop partnerships to provide a range of experiences that improve wellbeing. For example, the externally provided Sports Star Challenge, results in children accessing sports and activities that they would otherwise be less likely to. Staff provide therapeutic approaches using pets and art to support children improve their regulation skills. Consequently, there is a reduction over time in distressed behaviour for most children while in school.
- As a priority, senior leaders should ensure that all learners have their full entitlements met and are provided with the support they require to overcome their barriers. They should continue to ensure that children who have a reduced school day have clear plans to increase their school day with well-planned experiences and outcomes. Where appropriate, and based upon robust assessment, staff in the LCR should consider how to best meet the needs of a few children through a full package of support. Where appropriate, this support could include other agencies or voluntary organisations. Senior leaders should ensure that more frequent and robust multi-agency planning is coordinated for children who have more complex factors impacting negatively on their education. In line with local authority guidance, staff should continue to ensure that children working away from a peer group is clearly time limited and takes account of their additional support.

Raising attainment and achievement

- Almost all children are making good progress from their prior learning. Overall, most children in the LCR have achieved CfE early level in reading, writing, listening and talking and numeracy

and mathematics. A minority of children have achieved CfE first level in reading. A few children have achieved CfE first level writing, listening and talking, and numeracy and mathematics. A few children are making good progress with their learning using milestones.

- Data provided by the senior leaders, shows that almost half of the children have made progress in the past three months when compared to their prior CfE levels in reading. Children enjoy listening to texts and interacting with storybooks. Overall, they are improving with their reading comprehension. Across the LCR, children are growing in confidence with writing. Although a majority of children require support with their writing, they have made appropriate progress in achieving CfE levels.

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.