

# Summarised inspection findings

**Callander Primary School and Nursery Class**

Stirling Council

29 April 2025

## Key contextual information

Callander Primary School is a non-denominational primary school situated in Callander. It serves the town of Callander and surrounding rural area. It includes an enhanced provision for children with Autistic Spectrum Disorder. The headteacher is also headteacher of another local primary school as part of a shared headship agreement. The headteacher is the registered manager of the nursery class.

The headteacher was appointed as acting headteacher in 2014 and subsequently as substantive headteacher in 2016. The deputy headteacher was appointed in 2016. They are supported by three principal teachers for the primary school who share two full-time equivalent (FTE) posts and two FTE principal teachers in the enhanced provision. There is a principal early childhood educator who has day-to-day responsibility for the nursery class.

The school roll is 260 children arranged across 11 classes. There are 12 children split between two classes in the enhanced provision. There are 31% of children who reside in Scottish Index of Multiple Deprivation (SIMD) decile 5. There are 52% of children who reside in SIMD decile 7. The remainder of children reside in SIMD deciles 8 to 10. There are 35% of children who require additional support with their learning or wellbeing. A few children have English as an additional language.

### 1.3 Leadership of change

**very good**

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher and deputy headteacher are highly respected by staff, children and parents. They support all staff very effectively to ensure all children are nurtured and supported very well to be ready to learn. All staff welcome senior leaders' high level of visibility in the school and their open-door approach. They say this helps them to feel supported well in their work and wellbeing.
- Senior leaders asked staff, parents and children for their views about the school values. They used data gathered very successfully to review the school values as part of a refresh of the curriculum rationale last session. All staff share a strong focus on ensuring the values of honesty, respect, cooperation, fairness and responsibility lie at the heart of the work of the school. As a result, almost all children demonstrate the values very well in their interactions with each other and with staff and visitors to the school.
- All staff, parents and children are involved fully in quality assurance of the work of the school. The headteacher uses a clear quality assurance calendar effectively to monitor and evaluate the work of the school across the year. For example, observations of learning and teaching, monitoring of evidence of children's work and teachers' planning, and tracking and monitoring of children's attainment and progress. The headteacher collates data gathered from all quality assurance activities very well to identify clear next steps for improvement

across the school. Senior leaders share this information successfully with all teachers at regular staff meetings and via email. As planned, staff need to develop further how well they match children's learning to their individual needs.

- Senior leaders and staff work together very well to analyse strengths, challenges, opportunities and threats (SCOT) fully in key areas. These areas include, literacy, numeracy health and wellbeing and skills for life, learning and work. All staff engage with How good is our school? 4<sup>th</sup> Edition to evaluate the work of the school regularly. Senior leaders use consultations and SCOT analyses well to identify key priorities for school improvement. Senior leaders, staff and children review progress regularly towards meeting key areas for improvement across the school. This is helping to ensure the pace of change and improvement is suitably brisk.
- Recently, children in the young leaders of learning (YLOL) group carried out effective monitoring of evidence of children's work in all classes. They used an agreed checklist to evaluate a range of features very well. These features included children having a range of writing genre and mathematical concepts in their jotters. YLOL have shared individual feedback effectively with teachers. Staff should support the YLOL to collate their findings and share points for action with all teachers. This should help teachers to further improve the quality and consistency of children's work in jotters across the school. As a next step, senior leaders could explore how all children can be involved further in specific monitoring activities. This could include activities such as monitoring jotters with children from other schools and learning clusters.
- All children are involved fully in a wide range of leadership groups. For example, children enjoy regular meetings of groups such as the pupil parliament, sport ambassadors and curriculum ambassadors. This is helping them to develop important leadership skills such as communication and cooperation. The work of these groups has a positive impact on the life and work of the school. Children in the pupil parliament audited the provision of activities for children and behaviour during wet playtimes when children remain in class. They consulted staff and children for their views on what would help make wet playtime experiences more enjoyable. They collated information gathered effectively and agreed clear expectations for behaviour and resources for children to access during wet playtimes. Children say they find wet playtimes to be much more enjoyable, calmer experiences following this useful piece of work.
- All teachers engage regularly in professional review and development meetings with senior leaders. Together, they reflect on their individual targets from the previous year and identify and discuss their progress. This helps them to identify new targets effectively which they link to the General Teaching Council for Scotland professional standards. Teachers then identify areas to lead and work on across the school to help them fulfil their current targets successfully.
- All teachers have leadership roles within the school. These include leading the literacy, numeracy and health and wellbeing working groups to take forward areas identified in the school improvement plan. A few teachers led a literacy project across the whole school to re-engage children successfully in reading for enjoyment following the summer holiday. The working group produced an overview of reading activities for all stages and linked this to one specific book, children's rights and sustainability goals. This resulted in children in all classes using the same book as a basis for learning about children's rights and sustainability goals appropriate to their own age and stage of development. Children in all classes discussed and produced class charters linked to children's rights. Children in all classes produced displays of their work and shared this in a whole school showcase. This helped develop a strong sense of school community amongst staff and children. Almost all children are developing a

love of reading. A few support for learning assistants (SLAs) lead aspects of learning such as the development and use of the school garden. Senior leaders should work with all SLAs to ensure all staff have leadership opportunities.

- All staff have a strong understanding of the social and economic context of the school. As part of the school self-evaluation processes, senior leaders ask children, staff and parents for their views on how best to use Pupil Equity Funding (PEF). This session, the headteacher has used PEF effectively for additional staffing and resources to support children's health and wellbeing and raising attainment in literacy and numeracy. Senior leaders used data gathered about children's attainment very effectively to identify gaps between cohorts of children. For example, they identified a gap in reading attainment between boys and girls. They use PEF funded staff to provide effective targeted interventions in reading to address this.

## 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

- All staff ensure there is a warm and nurturing ethos which is underpinned by children's rights and staff's commitment to wellbeing and inclusion. Almost all children are polite, respectful and kind to staff, visitors and each other. Almost all children articulate the school values and rules well and demonstrate this in their actions throughout each day. All teachers have developed calm spaces within their classrooms. Teachers support children well to access these spaces when they need to regulate their emotions. This is helping almost all children behave well most of the time.
- Across the school, most children are engaged and motivated to learn. In all lessons, teachers share well-considered learning intentions and success criteria. These are discussed and displayed clearly throughout the lesson using interactive display boards. This means that almost all children are clear about the purpose of their learning. Older children are beginning to create success criteria collaboratively with their teacher. They collaborated successfully to describe what success would look like when adding up sums of money. As planned, all children should now be given opportunities to identify how they can be successful in their learning.
- All teachers use a 'three-star challenge' approach to give children choice in their learning activities. Working together, all staff should now review how effectively they meet the needs of different groups and individuals in their class. A few children would benefit from greater challenge in their learning.
- Most lessons are overly teacher-directed. As a result, a few children become disengaged, and this contributes to some low-level disruption. Most children work well when working in pairs and small groups. Teachers should build on this practice to ensure a better balance between whole class and group learning. This should help increase the pace of lessons. Almost all teachers use questions to check children's understanding and ensure there are no misunderstanding in their learning. All teachers need to further develop the use of higher-order questions in lessons to provide additional depth and challenge for children.
- Children enjoy having a choice of using digital devices or jotters in their learning activities. This is helping teachers to ensure the learning is accessible for those who find writing challenging. A few children who require additional support with their learning use assistive technology well on laptop computers to support them with written work. Most children are confident in their digital skills and use devices independently and with ease. This is allowing them increasing independence when completing tasks. Children are proud to be able to share their learning regularly with parents and carers, including through learning snapshots which are shared through an online portal.

- Children in the YLOL group have created a helpful framework of what makes a good lesson. They have produced useful posters highlighting this framework and all teachers display these in all classrooms. Teachers take increasing account of this framework during learning and teaching activities.
- Teachers have engaged with national practice guidance and are at the early stages of implementing play in P1. Senior leaders and staff should engage further in professional dialogue and moderation with colleagues in the nursery class. This should help them create a clear and consistent approach to play pedagogy across early level.
- Almost all teachers provide helpful oral feedback to children about their effort and engagement in learning. A majority of teachers support children well to use a range of self-assessment and summative methods to identify how successful they have been in learning activities. Teachers and children meet fortnightly for learner conversations about their progress. Senior leaders should now monitor the impact these conversations are having on children's progress.
- Senior leaders have developed a clearly defined assessment calendar. All teachers use this to ensure consistently effective use of summative and diagnostic assessment across the school in literacy, numeracy and health and wellbeing. Teachers are beginning to develop high-quality assessments. All teachers moderated their planning for assessment recently across the learning community. Senior leaders and staff work together within and beyond the school to moderate children's progress in writing. These moderation activities are helping teachers to make confident, and increasingly accurate professional judgements about children's progress and attainment in writing.
- All teachers plan children's learning well using progression pathways linked to Curriculum for Excellence (CfE) experiences and outcomes and national Benchmarks across all curriculum areas. All teachers plan lessons over a range of appropriate timescales. All teachers ask children what they know and what they would like to learn about when planning learning which makes links across the curriculum. This helps all children to have choice in a few aspects of their learning.
- Senior leaders and staff meet regularly to track and monitor children's progress in literacy, numeracy and health and wellbeing. They use well the data gathered to identify those children with gaps in their learning. Senior leaders plan a range of interventions to help close any gaps and support children to make greater progress. Senior leaders and staff should now consider how to track progress in learning across all curricular areas.
- Senior leaders and staff ensure that children have a sharp focus on skills for learning, life and work. In all classes, children identify well what skills they are developing in their learning. Children in P1 identified accurately that they were focusing and thinking critically when completing tasks to match French vocabulary to pictures. All teachers should continue with their ongoing work to support children to evaluate the progress they are making in their skills and knowledge.

## 2.2 Curriculum: Learning pathways

- All teachers make effective use of progression pathways linked to CfE experiences and outcomes to plan children's learning across all curriculum areas. This is helping children to build on what they have already learned. Children in P7 learn about local culture and the environment. Teachers should build on this good practice across the school to ensure all children learn in relevant contexts which reflect the local area.
- Children enjoy selecting books to read for enjoyment from each class's 'book nook'. Each book nook is stocked with a range of fiction and non-fiction texts. There are a small number of texts in each book nook which are representative of global society and reflect all aspects of diversity. Teachers, along with reading ambassadors, promote reading and have plans to review and update texts. All classes have time to read daily. This is supporting children to develop a love of reading and literature.
- All children have enjoyed recent taster sessions in outdoor learning. All teachers have engaged in professional learning related to outdoor learning. Senior leaders and staff should now consider how they plan for and deliver progressive, regular outdoor learning.
- All children receive their full entitlement of two hours of high-quality physical education each week. Teachers are supported in delivering this learning through the use of a local authority progressive planner. This ensures that there is a focus on skills across the experiences and outcomes.
- All children receive their entitlement to a 1+2 approach to modern languages. All children learn French progressively from P1 to P7. In addition, children in P5 to P7 learn Spanish.
- All children are developing a wide range of digital skills well. Children in the digital leader group lead learning which is helping all children to develop skills in areas such as coding and computer science. Children share this new learning with parents and carers. This is supporting staff to engage parents in their children's learning.
- All children receive their full entitlement to religious education. This includes learning about Christianity and world religions. All children participate in religious observance through attending regular services at a local church.
- All children benefit from well-planned support as they move from nursery to P1 and from P7 to high school. Senior leaders and staff prioritise time to share key information on children's needs and progress for all children. Staff in the nursery, direct parents to a very useful school transition website which provides clear information about starting school. Parents say they feel confident when their child is starting school.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents enjoy the opportunities they have to celebrate their children's learning and achievements at school, such as through attending assemblies and showcases of learning throughout the year. Most parents welcome advice about how to support their child's learning at home. This includes the use of 'snapshot profiles' to share the children's latest and best work with parents, twice per year.
- Following consultation with parents, staff use a range of platforms well to communicate with parents, including the school online application and website, email, and online sharing platforms. Parents find the regular updates helpful. Senior leaders should further review and streamline their communication methods to ensure consistency and efficiency.
- Senior leaders consult parents regularly about the life and work of the school. They use the data gathered successfully to inform decisions about key priorities for improvement across the school, including the use of PEF. The headteacher shares this information regularly with the Parent Council. The Parent Council support the work of the school through fundraising to support the cost of the school day.

## 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

- All staff, across the school, have positive and respectful relationships with children and demonstrate kindness and care in their interactions with them. There is a very strong sense of community within the school where all members feel valued. Staff use their knowledge of the context of the school and families very well to support all children. All classes start their day with an emotional check-in and staff identify and act on any concerns shared very well. Older children make very effective use of digital forms as a discrete and confidential method of communication with their teachers. Most children feel staff care for them and trust that adults will listen if they are worried or upset. Most children report that they feel safe in school.
- Almost all children have a clear understanding of children's rights and demonstrate very well respect for others in their actions and interactions. All children work with staff to develop class charters which promote and develop children's understanding of inclusion and respect.
- All children are developing very well their understanding of their wellbeing through assemblies, class lessons and annual surveys. House captains lead well-organised meetings to discuss wellbeing with children. Most children identify successfully aspects of their wellbeing. For example, all children demonstrate a strong understanding of how to include all children even when they are finding it difficult to regulate their emotions. All children with targeted plans assess their own wellbeing as part of their contribution to their plan. All children from P4 to P7 used a standardised wellbeing assessment recently to assess their own wellbeing. Staff should develop further how they track children's wellbeing across the school to implement strategies to support children further.
- Almost all children identify that the health and wellbeing curriculum helps them to lead a healthy lifestyle. This includes a focus on staying safe online and road safety. House captains delivered workshops on cyber resilience for younger pupils and produced a helpful leaflet for parents. This is helping children to articulate well what to do to stay safe online. Children are rightly proud of their digital wellbeing award on cyber resilience and internet safety. Children understand and articulate the importance of healthy eating and how this contributes to their ability to learn. This understanding is developed further through children's engagement in growing produce in the school garden, which is then used in the school kitchen. Children are very proud of their prizewinning onion which catering staff used with other vegetables to make soup.
- Senior leaders ensure that all staff have ongoing professional development focused on wellbeing, such as nurture approaches and learning environments. This is helping all staff to be patient, consistent and caring in their approach to supporting children. Almost all children are calm and happy in school. All children are developing their understanding of strategies to self-regulate through planned support including partnership working when required. All teachers have introduced a common emotional framework to help children understand and

support self-regulation. Almost all children identify and describe their emotions very well. Children speak positively about their involvement in creating the calm spaces in classrooms, 'nurture nooks', and selecting items for the nurture kit within the classes. These resources help a few children who require additional support with their emotions and classes are calmer as a result. A minority of children benefit from targeted support to regulate their emotions and cope with social interactions and change. Partners welcome effective working with school staff to support children who have difficulty regulating their emotions and those who require additional support. This partnership work is having a positive impact on outcomes for children. For example, this is helping to reduce incidences of dysregulation in classes. Children from P3 to P7 work well with staff to become peer mediators and use restorative approaches effectively within the playground. This is helping children to play and be calm in the playground at break times.

- All staff understand and fulfil their statutory responsibilities in regard to child protection and in regard to improving outcomes for children. They know their children and families very well, including those who may require additional support. Senior leaders and staff use the local authority staged intervention approaches very well to assess and support children. Senior leaders should ensure that they consider creating a coordinated support plan for children who may require it, such as those who are care experienced.
- Staff track the progress and attainment of children with additional support needs very well. Teachers use very effective individualised plans to support children effectively. They develop appropriate personal targets to meet children's individual needs. Staff track children's progress against the plan carefully and ensure the interventions are having a positive impact on children's progress. All children contribute to the plan evaluating against the wellbeing targets. Parents' and carers' views are included in children's individual plans. P7 pupils have recently contributed to developing their own targets for their plan and this is helping them to be active participants in decisions about their education. Senior leaders intend to develop this approach further to increase all children's knowledge of their plans and strategies to support them.
- Senior leaders monitor incidents and allegations of bullying very well and take appropriate steps to mitigate these. They record this appropriately in the national recording tool. A majority of children say they have never experienced bullying or agree that the school deals well with bullying.
- All children learn about equality, diversity and world religions through the curriculum and assemblies. Children from P3 to P7 are inclusion ambassadors and led an assembly on the different strategies that children may need to help them in school. The inclusion ambassadors created a useful information film about neurodiversity in the school community. They shared this online to help parents understand the strategies teachers use to help children who require support. Almost all children demonstrate a sound understanding of the challenges their peers may face. They show empathy towards their peers very effectively, explaining very well that the needs of others can differ to their own. Children articulate the benefits of the range of supports in place for others. Staff should continue to strengthen children's knowledge about equalities, diversity and inclusion through well-planned and progressive opportunities. For example, children should learn about issues relating to the protected characteristics. This should help to support children to feel able to better recognise and challenge discrimination and intolerance should it arise.

## 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, children's attainment is good. Most children at P4 and P7 achieved the expected CfE level in literacy and numeracy. Almost all children at P1 achieved expected levels in CfE for literacy and numeracy. Across the school a few children are working beyond national expectations in numeracy and literacy.
- Children who require additional support in their learning are making good progress against their individual targets.

### Attainment in literacy and English

- Overall, children's progress in literacy and English is good. A few children are making very good progress.

### Listening and talking

- At early level, almost all children listen well to story books and recognise sounds in words. Most children take turns to speak and know when to listen to the teacher and each other. At first level, most children listen well when working in groups and pairs. They show good listening skills, such as making eye contact when their peers are talking. They understand and demonstrate well the importance of speaking clearly when presenting at assemblies and answering questions. At second level, most children take turns when sharing ideas and understand the importance of listening to each other in a respectful manner. Most children explain well how they develop their listening and talking skills in class debates and when presenting to each other at assemblies. A few children should continue to develop their skills in listening and taking their turn to speak.

### Reading

- Most children at early level retell the main events in a story and predict events using picture clues. They identify letter names and initial sounds and are beginning to blend sounds to read simple words. At first level, most children read aloud fluently. Most children at first level are becoming confident in answering a range of literal and inferential questions relating to a text. They should now improve their expression when reading aloud. Most children at second level explain their choice of genre in reading for pleasure and their preference of author. At second level, most children are fluent readers however they need to develop appropriate tone and expression. At second, level most children are confident using strategies to help them understand text. They are not so confident about the different genres in fiction and non-fiction texts. They should further develop their understanding of how an author uses language to engage the reader.

## Writing

- Most children at early level write a simple sentence. A few children should continue to work on developing the correct letter formation. At first level, most children develop their skills in writing more complex sentences and uplevel them using adjectives and adverbs. Most children at second level plan their writing using note taking. They write in a few different non-fiction genres, such as report writing. A few children write accurately using direct speech. They are not yet confident in using figurative language such as personification, metaphors and alliteration to engage their audience. The majority of older children would benefit from more opportunities to produce extended pieces of writing. This could help them to demonstrate their knowledge of spelling, grammar and writing structures.

## Numeracy and mathematics

- Overall, most children are making good progress in numeracy and maths.

## Number, money and measure

- At early level, most children are confident in counting forwards and backwards within 30. They add and subtract within 20. Children are not confident in using money or in naming coins and recognising their money. At first level, most children add and subtract three-digit numbers. They round numbers successfully to the nearest 10 and 100. They are less confident in knowing their times-table facts. At second level, most children identify the value of each digit in a whole number with three digits. They identify a variety of methods for payment. Most children tell the time using both digital and analogue clocks but are less confident using 24-hour time.

## Shape, position and movement

- At early level, most children recognise, describe and sort common two-dimensional (2D) shapes confidently. At first level, most children name and identify the properties of a range of 2D shapes and three-dimensional objects. They identify two lines of symmetry. At second level, most children are confident in naming an appropriate range of angles. Children are less skilled in their ability to calculate area and perimeter.

## Information handling

- Most children at early level use their knowledge of colour, shape and size to match and sort items successfully in different ways. At first level, most children extract key information and answer questions from a range of graphs and tables. At second level, most children identify a range of types of graphs and charts, including their key features. Children at first and second level should continue to develop further their information handling skills through using digital technology to support their learning.

## Attainment over time

- Children's attainment in literacy and numeracy over time is good. Senior leaders gather data to track attainment over time. Recent developments in school and learning community moderation processes have strengthened the reliability of data to show progress in attainment for most children over time. Senior leaders use the local authority data tool to monitor and track attainment in literacy, numeracy and health and wellbeing effectively. Staff are developing their use and understanding of data to help them recognise and address gaps in children's learning. Senior leaders monitor the impact of targeted interventions well. They make good use of data to demonstrate clearly children's progress as a result of interventions. Most children who receive targeted interventions are making good progress against the measures of the intervention.
- Attendance for 2023/2024 was 92.8%. This is above the national average. Senior leaders have robust processes in place to ensure children's safety if they are absent from school. Senior

leaders track attendance effectively on a regular basis. They provide sensitive, targeted support to identified families to help them increase their child's attendance at school. This support includes collecting children who are reluctant attenders and bringing them to school. A few children have multi-agency support plans to help them attend school regularly. These strategies are helping staff and families to improve attendance for a few identified children.

### **Overall quality of learners' achievements**

- Staff, parents, partners and P7 pupils provide opportunities for all children to experience after school and lunchtime clubs, such as soccer-sevens and coding. This is helping children who attend to develop their confidence and leadership skills. Senior leaders track and monitor children's participation to make sure no child misses out. Teachers should develop their plans to track the skills children are developing through the opportunities on offer.
- Children are proud of their house groups. Older children apply for the position of house captains and classes then vote on who should get the position. House captains organise events, prepare videos and share their work with the rest of the children at assemblies. Children are proud of their achievements, awards and shining star certificates. They have achieved a wide range of whole school accreditation for their work, including for sport, children's rights and sustainability.

### **Equity for all learners**

- All staff know their children and families very well. Senior leaders work well with staff, partners and the Parent Council to reduce the cost of the school day. Together they fund school trips, including the P7 residential experience, to make sure no child misses out. Senior leaders work very effectively with partners to provide individualised support for children when required and signpost families to local and school-based supports. These include provision of food vouchers, swap shops for school uniform, Christmas jumpers and Halloween costumes. Through these interventions all children are included, and no child misses out.
- Senior leaders have a very effective PEF plan developed in partnership with parents, children and staff. Senior leaders use PEF very effectively to support children in their learning. Senior leaders can evidence clearly, they are making good progress towards closing the attainment gaps for different cohorts of children.

### Context

Trossachs House is part of Callander Primary School. It is a local authority enhanced provision which supports children with Autism Spectrum Disorder and a range of complex language and communication needs. The local authority allocates places for children in Trossachs House. A few children live in the local area and walk to school. Most children travel to school by taxi provided by the local authority.

The current roll of Trossachs House is 12 children arranged across two classes. The headteacher and deputy headteacher have overall responsibility for the provision. There are two principal teachers who share one FTE role. There are 2.2 FTE class teachers, and seven support for learning assistants (SLAs).

### Leadership of change

- All staff have a clear understanding of the context in which their children and families live. They have a well-developed understanding of the individual needs of the children who attend the provision. Staff at all levels are committed to improving outcomes for children. Senior leaders monitor and evaluate the work of the provision regularly, in line with the school's quality improvement calendar. Senior leaders have been proactive in engaging with colleagues in other schools and in national professional improvement networks. This is helping them to improve further how they plan strategic activities such as improvement planning. Staff have undertaken bespoke training to meet the changing needs better of the children who attend Trossachs House. All children benefit from a nurturing environment with staff who meet their social, emotional, sensory and communication needs very well. Senior leaders have identified rightly the need to review self-evaluation procedures. This should help to ensure greater consistency in the planning and delivery of learning and teaching.
- Senior leaders have developed a whole school improvement plan with appropriate priorities for Trossachs House. Senior leaders, teachers and SLAs work well collaboratively to take forward and take ownership of improvement priorities. Through self-evaluation activities, staff identified a need to improve their data analysis skills. They are developing these data analysis skills well to track children's social communication and emotional regulation systematically. SLAs are aware of children's targets and note progress they observe in class books and during monthly whole team meetings. This is giving all staff a clearer understanding of the small steps that children are making and better informs the next stage in planning for learning.

### Learning, teaching and assessment

- Staff work very well together to create a positive, inclusive learning environment for all children. Relationships are nurturing, warm and focused intensively on the needs of learners. As a result, the learning environment is purposeful and calm. A few children can become dysregulated during the day because of their individual needs. All staff use their knowledge of individualised support strategies to comfort children, respond to their communications and quickly re-engage them in learning. They make very good use of the strong classroom routines to help children understand the structure of the day. Staff use symbols and alternative communication approaches very well to help children to settle and remain engaged in learning.
- Most children benefit from individualised learning programmes and teaching resources which meet their needs well. Teachers use digital resources, pictorial, concrete and sensory materials effectively to support children's learning. For example, during the morning soft start, staff use their knowledge of children's preferred sensory stimuli to support them effectively to transition into the school day. Teachers build on this by using established routines and visual

prompts to support engagement and develop social communications such as taking turns. A few children would benefit from increased pace and challenge in their learning. Staff have created a supportive environment where children are experiencing success and teachers now need to help children to build on prior learning more effectively. Senior leaders and teachers should continue to review the planning of learning activities. This should help them to ensure that they meet the needs of all children, including those who require more challenge in their learning.

- Teachers track and monitor children's progress across the milestones effectively. This helps them to support children with complex additional support needs in literacy, numeracy and health and wellbeing well. Staff use helpful communication profiles which detail personalised strategies clearly to support children. Teachers are developing literacy and numeracy targets which consider types of support, and the levels of engagement required. Senior leaders and teachers use digital learning journals well to provide useful information on children's learning and show developmental progress over time. They share these profiles regularly with parents. As planned, teachers should introduce the newly developed holistic tracking tool to track progress over time more effectively.

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

- All staff ensure that all children feel safe and included. They take full account of children's individual needs, and they have a very strong focus on children's wellbeing. All staff use emotional check-ins regularly to help all children to reflect on their thoughts and feelings. They use communication approaches including spoken communication, digital technology and visual prompts very effectively to help children to share their thoughts about their own emotional wellbeing. Teachers track wellbeing and progress in social communication and emotional regulation effectively in their formal planning to support children. Almost all learners are progressing well with their health and wellbeing. They are improving their communication skills and developing an understanding of safety and wellbeing in school and in the local community.
- All children have suitable plans in place which fulfil and adhere to national guidance. All teachers support the wellbeing needs of children effectively through appropriate planning. Teachers use communication profiles, positive behaviour plans and review meetings three times per session well to review and share children's progress with parents and partners. Teachers use digital learning journals well to capture a record of children's progress. Staff support children's social and emotional needs very well as a result of effective wellbeing planning. This is helping children to develop and demonstrate well key skills relating to regulating and communicating their emotions.

### **Raising attainment and achievement**

- All children are making good progress in literacy and numeracy in comparison to prior levels of attainment.
- In numeracy and mathematics, children who are working on milestones are developing their awareness of how to use money. They match and sort coins well. Most children demonstrate an awareness of time, routines and when events start and finish by using timers and visual aids. This helps them to understand the sequence of activities. At CfE early level, children identify numbers up to ten and identify numbers before and after within ten. At first level, most children identify the value of each digit in three-digit numbers. At second level, most children understand and order numbers up to 1 000 000. Children need to develop further how they use these skills in real-life contexts.
- In literacy and English, children who are working on milestones use symbols and gestures to communicate their feelings and emotions well and to develop their fine motor skills. At early

level, children write sentences using capital letters and full stops in written and digital formats. At first level, children compare facts and opinions and are developing their use of openers to create more interesting sentences.

- Teachers help all children well to develop their social skills by engaging with community partners including shops, the library and the local community centre. Children visit local shops and develop their skills in road safety and handling money in real-life situations. Children enhance their communication skills effectively in Christmas and summer cafes for parents and families. A few older children develop their independence skills well when attending residential visits with their peers.
- A few children have part-time timetables. Staff have developed strong partnerships with families and external partners to provide additional learning activities when these children are not in school. The school should continue to review these timetables on a regular basis and consider strategies to further increase time in school for these children.

## 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.