

Summarised inspection findings

Halfmerke Primary School

South Lanarkshire Council

14 January 2020

Key contextual information

Halfmerke Primary School is situated in the East Mains area of East Kilbride. The school moved into a new building in February 2017, which is shared with West Mains School and Halfmerke Community Nursery. At the time of the inspection, the school roll was 183, divided across eight classes. In August 2019, the school introduced multi-stage classes for the first time.

1.3 Leadership of change

satisfactory

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

- Halfmerke Primary School is creating a positive and inclusive environment. As well as having an input to the design and layout of the new school, the headteacher has supported children and staff well during the move to the shared campus. Staff and children are proud of their new school, and the opportunities for teaching, learning and inclusion it provides. The whole school community is settling well into a new, shared way of school life with colleagues and children from West Mains School and the nursery. Senior leaders and staff have made a positive start to maximising the benefits and opportunities from the shared school campus.
- School leaders are currently reviewing their vision, values and aims with children, parents and staff. They are doing this in collaboration with West Mains School to ensure a shared understanding across the campus which reflects the unique context. A nurturing and inclusive culture should be carefully balanced with having high expectations and aspirations for all children to raise attainment.
- The headteacher, very ably supported by a principal teacher, is establishing an inclusive school. All staff know the children very well and are keen to promote positive relationships with all children in the school. Staff understand the social, economic and cultural context of the local community. Children at P4 are contributing well to the life of the wider community by undertaking a reading project with residents in a sheltered housing project. The school should explore ways to extend further partnerships within the local community, including local businesses, to develop children's skills when learning about the world of work. Staff need to take full account of national priorities such as Developing the Young Workforce and Career Education Standard (3-18).
- Staff are very willing to take on leadership roles for new initiatives to drive forward the school's improvement agenda. They value the opportunities they currently have to do this which takes account of their skills, interest and expertise, and includes moderation activities, digital learning and play pedagogy. Led effectively by the principal teacher, new approaches to teaching literacy are improving outcomes for targeted learners. As many of these initiatives are at an early stage, staff and senior leaders should ensure that they monitor and evaluate continually their impact. They should continue to look inwards and outwards to their learning community, the local authority and beyond in order to ensure that identified improvement priorities have the maximum impact and secure the best possible outcomes for children. To support this, staff and

senior leaders need to develop a more systematic and robust approach to self-evaluation. This includes effective use of our How good is our school? (4th Edition) to support and challenge their thinking.

- All staff understand the need to engage with ongoing professional learning. They support each other very well and helpfully share practice when given the opportunity. Regular planned collegiate activities support professional dialogue and school improvement activities. Teachers are keen to continue to develop their approaches to learning and teaching. They are working collaboratively with a national training organisation to improve their practice and provide enhanced learning and teaching experiences for children. This initiative is being jointly and well led by the principal teachers of Halfmerke Primary School and West Mains School. Staff need to engage with such activities in order to continue to improve the consistency of learning and teaching across the school. Commendably, the school's developing culture of professional learning is also being taken forward by colleagues who are undertaking Masters level study and practitioner enquiry.
- The school has a professional review and development process. The headteacher should review this to ensure that it is linked to the General Teaching Council for Scotland (GTCS) standards. Senior leaders monitor and evaluate a few aspects of the work of the school. They undertake learning walks and provide helpful feedback to teachers. Senior leaders now need to broaden considerably the range of quality assurance arrangements in order to improve the consistency of learning and teaching and to improve children's attainment across the school.
- Children's leadership roles have been reviewed and extended this session and allow them to take an increased role in leading change within the school. House captains, vice house captains and elected house leaders are leading learner participation. In addition, a pupil council has recently been re-established with representation from every stage across the school. As planned, it will be helpful for the pupil council to contribute to the promoting positive relationships and behaviour development work. To develop learner participation, the school intends for children to participate in 'learning walks'. Other opportunities for children to lead and shape school improvement have recently been introduced including the web team, 'walk on Wednesday' ambassadors and library monitors. Senior leaders need to use How good is our school? (4th Edition) to support improvement in learner participation in the school's self-evaluation process.
- The school is implementing its plans for the Pupil Equity Fund (PEF). Most of the additional funding has been used to raise children's attainment in literacy. For example, the principal teacher has led a number of successful interventions to support children to make better progress in reading. Across the school, staff have also developed new, more effective approaches to teaching reading. Resources to support this have been funded by PEF. A few new programmes, for example, mindfulness, have been developed to support children's emotional wellbeing. Children do not yet make use of these strategies in class. The school should continue to develop approaches to monitoring and tracking the impact of interventions on children's attainment.
- Moving forward, together with staff, senior leaders need to increase significantly the pace of improvement in order to improve outcomes for children's learning and attainment. The headteacher, with staff, needs to develop a more systematic approach to gathering evidence when deciding on, and taking forward, sustainable improvement plan priorities. Improvement priorities should be based on a coherent cycle of ongoing self-evaluation. The headteacher, with other senior leaders, needs to provide clear, strategic leadership of the school and use data effectively as part of this process. The headteacher should involve children, parents and partners more fully in the school's self-evaluation processes in order to ensure consistency in learning and teaching which results in improved outcomes for children's attainment.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the school, children have positive relationships with staff and their peers. Children are friendly and very polite. They are proud of their new school and shared campus. They interact well with each other and are keen to learn. In most lessons, children are engaged in learning and relish opportunities, when given, to lead their own learning. They respond well when working in pairs and small groups. The school values of 'respect, honesty, trying our best, friendship and inclusion' are evident in classes. The school is developing a strong ethos of inclusion between West Mains and Halfmerke, which is greatly enhanced by the design of the building. Children and support staff use breakout spaces effectively for intervention activities and for interdisciplinary learning (IDL).
- Staff have started to develop children's understanding of their rights and are promoting these at school assemblies. This work now needs to be consolidated and supported further through the school's approach to embedding core values.
- Overall, the quality of teaching is good, with a few examples of very good practice. In the best examples, teachers plan a range of interesting and stimulating lessons which are well differentiated for children's learning. For example, learning about the concept of time, children use their own bodies to represent different times on a clock face. The headteacher needs to take steps to share this very good practice across the school to ensure all children experience high quality learning and teaching. Teachers work very well as a team and support each other in developing their professional practice. Teachers new to the school value greatly the support and guidance they receive from more experienced staff. Working with colleagues in West Mains School, teachers have started a two-year collegiate professional learning programme. Teachers report that this is having a very positive impact on learning and teaching. To raise attainment for all, staff recognise the need to continue to develop and reflect on their practice.
- In the majority of classes, staff make good use of questioning to develop and extend children's thinking. In most classes, they provide clear explanations and instructions. In almost all lessons, staff share with children the purpose of the lesson and how they can be successful. During a few lessons, staff revisit these regularly to support children.
- At this very early stage of the year, staff are becoming familiar with the different needs of children in the newly formed composite classes. In the majority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of all learners. This is not a consistent feature throughout the school. Staff need to look more closely at how they plan for composite classes to ensure appropriate pace, challenge and support.
- In most classes, staff use digital technology well to support and enhance learning, for example, different applications are used to examine the physical and human features of the

local area. Children use devices well in mathematics lessons to learn about symmetry, and laptops and tablets are used appropriately to write and edit their own poems. Children speak positively about the regular access they have to technology. The school needs to involve older children in leading learning in this area, for example, as digital supporters.

- In most classes, children are encouraged to share their own ideas and opinions. For example, during group discussions they give their views about their novel. In a few classes, staff document children's learning in floor books. Overall, staff provided helpful praise and oral feedback, which supports learners well. The quality of written feedback is variable across the school. In the best examples, staff frame feedback well to support children to have a clear understanding of their next steps in learning. There are a few positive examples of children making use of targets and peer and self-assessment to take forward their learning. There is potential for teachers to develop this further.
- A strategic, whole-school plan for assessment is in place which identifies when different aspects of literacy and numeracy will be assessed. Staff make use of a variety of assessments, including formative and summative approaches. They use standardised assessments to measure children's progress for aspects of literacy and numeracy. The school needs to review and develop their approaches to assessment to ensure that they are integral to planning, learning and teaching. Staff's moderation approaches are at an early stage of development. This session, two teachers working with colleagues in the West School Partnership plan to develop moderation approaches across the school. Their aim is to help support staff's understanding of standards and ensure that more robust and reliable data is created.
- Staff are developing their approaches to planning children's learning, using experiences and outcomes and a few progressive pathways. This is at an early stage of development. They use a whole-school three-year cyclical approach to develop interdisciplinary learning. Senior leaders, together with staff, need to develop further approaches to planning children's learning to reflect appropriate differentiation, progressive learning, and clear identification of next steps.
- Staff track children's progress in literacy and numeracy well. Senior leaders meet with individual staff termly to discuss the progress of children and to plan interventions, as appropriate. Senior leaders need to increase the focus and discussion about all learners to ensure children make the best possible progress.
- Support staff and the support for learning teacher provide additional assistance for a number of children in each class. Children who face additional barriers to learning, particularly in literacy, are supported through a range of planned interventions. This is having a positive effect on improving children's progress in reading and spelling. Staff should plan the timetabling of interventions carefully to avoid children missing out on key aspects of learning.
- Senior leaders and teachers analyse data from assessments and are beginning to identify trends and patterns. Robust analysis and subsequent planning and target setting is not yet embedded in practice.

2.2 Curriculum: Learning pathways

- The school has not updated their curriculum rationale in recent years and has plans in place to take this forward during this session. In doing so, children, staff, parents and partners should be involved fully in this process, to create a rationale that articulates the uniqueness of Halfmerke Primary School and its place in the community.
- The school has progressive pathways for a few areas of the curriculum, which include literacy and numeracy. These take account of the experience and outcomes and National Benchmarks and are supporting staff to assess learning in these areas. Last session, a few staff developed a helpful technologies pathway which is being rolled out across the school this year. Senior leaders, with staff, need to develop clear progressive pathways across all curricular areas, which build on children's prior learning and ensure assessment is well planned and drives forward learning and teaching. The school needs to prioritise developing a progressive pathway for health and wellbeing. Senior leaders need to provide stronger strategic leadership of the curriculum to ensure children receive their full entitlement to a broad general education.
- There is no evidence of children benefitting from a planned and progressive way to develop skills for learning, life and work. Staff should use the Career Education Standard (3-18) to support them to develop a progressive skills framework, incorporating existing opportunities across the curriculum. They need to then use this framework to help them track children's skills in this aspect.
- Staff are developing their use of IDL learning approaches to support children's learning across the curriculum. They should continue to work together to ensure they have a full and shared understanding of effective IDL. They also need to ensure there is a planned approach to providing opportunities for developing children's skills and attributes through wider achievements across the school.
- Staff at the early stages are developing a more play-based learning environment for children. They have engaged in professional learning to support implementation of new approaches. Children are responding well to the opportunities they have to learn in this way. The school needs to continue to maintain close monitoring of these new approaches to ensure they support learners to make the best possible progress.
- Children learn about different languages as part of school clubs. However, across the school staff do not yet have a coherent and planned approach for implementing the '1+2' national languages initiative.
- Children have a few opportunities to learn outdoors. At the early stages, staff are using a newly developed outdoor area to increase children's learning through more investigative contexts. The school now needs to develop considerably, its approaches to outdoor learning.

2.7 Partnerships: Impact on learners – parental engagement

- Overall, the school needs to improve and extend the way they engage with parents. Staff have started to invite parents to a few 'learning showcase' events which have been well attended and valued by parents. Parents particularly enjoy those events, which allow children to talk about and share their learning. This session, P1 staff have been sharing information about the early years curriculum with parents. As new approaches to play have been introduced, staff are keen to share their new methodology with parents. This year, the school are offering joint Spanish lessons for children and parents. The school should continue to build on positive practice such as this to encourage children and parents to learn together.
- A significant number of parents have reported that they would welcome more information about their children's progress and for the school to identify ways they can support their children's learning at home. They would also like to meet with teachers more than once a year to talk about their children's progress and next steps in learning. Across the school, children have little or no homework tasks to complete to reinforce their learning. Children and parents would like home learning tasks. Older children reported that they would like homework tasks to help them prepare for S1.
- The school has a supportive Parent Council in place. To support school improvement, it will be necessary to extend the role of the Parent Council beyond fundraising. Senior leaders have started to engage with the Parent Council about homework. It will be important that all parents have the opportunity to be part of a bigger consultation about homework to ensure all parents have their views represented.
- Senior leaders recognise that they need to engage more effectively with parents. This term, the headteacher has introduced 'drop in' sessions for parents. These are still at an early stage of development. The school has started to make use of social media to keep parents better informed about special events. To support the work of the school and to help raise attainment for all learners, the school needs to explore new ways of taking forward parental engagement and family learning programmes.
- Across the school, children display a keen interest in reading. They read regularly for pleasure and all children in the school have a library ticket for their local library. They are also able to choose books from their class and school libraries. To help raise attainment in reading and involve parents more in their child's learning, children should be encouraged to take home their class reading book for more practice.

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

satisfactory

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

- Overall, relationships between children and adults are positive and the ethos of the school is calm and caring. Staff know the children well and understand that wellbeing underpins children's ability to attain and achieve. Whilst the majority of children have an awareness of the wellbeing indicators, more work is required from staff to embed the language and use of the indicators with all children across the school community. Staff need to help children understand their relevance. Senior leaders need to evidence better the extent to which children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. They should use this evidence more effectively to plan strategically for improving children's wellbeing.
- Almost all children feel that staff treat them with respect and that they have someone in school they can talk to if they have a worry or concern. They appreciate the range of clubs and activities which they can take part in at school, supported by staff and volunteers. This includes handball, karate, cross-country, and netball. As a result, increasing numbers of children are being active, and improving links with local sports clubs are encouraging them to develop their interests further.
- Whilst the majority of children feel safe in school, almost a quarter do not feel that the school deals well with bullying. Senior leaders recognise the need to develop approaches to promoting positive relationships and behaviour across the school. This includes supporting all children to learn to resolve conflict and disagreements with others. The log of bullying incidents should be developed further to include information about protected characteristics and records of any actions taken. Senior leaders should review the log regularly to monitor any patterns and take appropriate action as a result.
- Children talk with confidence about how to keep themselves safe online. They understand food groups and can describe a healthy plate. A recent focus on mindfulness, introduced to support children's emotional wellbeing, has yet to have a significant impact on children's wellbeing. Work begun this session to develop aspects of health and wellbeing learning pathways, linked to the wellbeing indicators and children's rights, should continue at pace. Children need to improve their knowledge and understanding about all aspects of health and wellbeing.
- Overall, the headteacher has a good understanding of her statutory duties, however there are areas where practice can improve. For example, there is a need to ensure that all wellbeing concerns and any actions taken are recorded fully, as required by local authority guidelines. Additionally, the views of children and their parents should be included and recorded at all review meetings. As planned, senior leaders should improve the recording of incidents and use of wellbeing assessments to help improve outcomes for children.
- The school is meeting the duties under the School (Health Promotion and Nutrition) (Scotland) Act 2007 to promote the school meal service, to ensure those entitled to free school meals are

not openly identified, and to ensure access to free drinking water throughout the day. The analysis of the three-week menu shows that all nutritional requirements are being met.

- The school environment is well suited to inclusive practices. The headteacher has been working closely with colleagues from West Mains School to develop this in recent years. Staff from both schools have undertaken joint professional learning to raise awareness of pedagogical approaches to support inclusion and time is dedicated to joint planning. Children from both schools now spend social times together and there is a range of planned learning experiences across all stages through IDL. Taken together, these actions have led to children with additional support needs being well supported and making better progress in their learning. They are improving their confidence in working with others, and their stress and anxieties about learning are reducing. Across the school, children are increasing their tolerance of others, especially those who can find school challenging at times.
- Effective processes support children well with transition between schools. Staff are solution-focused and persevere in challenging situations. As a result, few children need to move onto other placements to meet their additional support needs. In addition, children's attendance is above the national average and the number of exclusions is low. Senior leaders need to make closer links between targets in children's individual additional support plans and teachers' plans, and make children aware of their targets. Review meetings should include a focus on children's progress made with targets, so that next steps for their learning can be identified.
- As approaches to inclusion and equality are developing, children have a growing understanding of the dignity and worth of individuals across the school. Children have equal opportunities to attend clubs and feel that they are treated fairly. There are good examples of children learning about diversity, such as in the whole school production 'Children of the World' and the 'Girls education around the world' project. Children are also enjoying learning other languages, for example, Russian, Spanish, Urdu, Finnish and Makaton. Children talk knowledgeably about a few different religious festivals. As planned, staff should develop learning pathways for religious and moral education to ensure progression in children's learning about equality and diversity.

3.2 Raising attainment and achievement

satisfactory

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, the quality of children's attainment in literacy and numeracy is satisfactory. Most children are making satisfactory progress from their prior levels of attainment. Children who require additional support with learning are making good progress.
- Attainment data provided by the school indicates that by the end of June 2019, the majority of children at early level achieved appropriate levels in all aspects of literacy and numeracy. By the end of P4, almost all children achieved appropriate levels in reading, listening and talking, and numeracy, and most in writing. By the end of P7, most children achieved appropriate levels in reading, writing, and numeracy and almost all in listening and talking. However, the data provided by the school is not yet accurate. To ensure the validity of attainment data, the school should develop rigorous moderation processes to ensure a shared and accurate understanding of National Benchmarks. Most children could achieve more. Children are not yet making sufficient progress across all curriculum areas.

Literacy and English Listening and talking

- At the start of early level, the majority of children can listen to adults and follow simple instructions. At times, children find it difficult to contribute and listen to others. The majority of children at the early stages are keen to talk about their learning and experiences with staff and visitors. Most children develop their language skills in a variety of ways. By the end of early level, the majority of children ask and answer simple questions. A few do not listen well to others nor wait their turn to contribute. By the end of first level, the majority of children, when given the opportunity, engage well with their peers in pairs or as part of small groups. At second level, most children listen respectfully to their peers and adults. During group discussions they do not readily build on the ideas of others. They are not able to identify fully the techniques that can be used as part of debates or when making presentations.

Reading

- At the start of early level, the majority of children are beginning to recognise a few initial sounds. They are exploring sounds in different play contexts and enjoy sharing storybooks with their P7 reading buddies. By the end of early level, the majority of children read familiar texts with increasing confidence. The majority effectively use their knowledge of sounds to read familiar words. Making use of illustrations and sight vocabulary, the majority decode unfamiliar words. By the end of first level, children identify their favourite author or book. They enjoy reading for pleasure. The majority are displaying increasing fluency and a few are reading with well-developed expression. They answer simple questions about texts and are beginning to explore higher order questions to help analyse texts more deeply. The majority of children demonstrate a keen interest and understanding in using non-fiction texts such as, newspapers and atlases. The majority of children working towards the end of second level read with

fluency, understanding and expression. They use group novels to identify the main ideas of a text. The majority can elicit details to form a clear picture of the main characters and plot. The majority discuss and identify the features of text. With prompting, they are able to identify the different literary techniques used by their favourite authors.

Writing

- By the end of the early level, the majority of children can form letters correctly. A minority of children can write a simple sentence, making accurate use of a capital letter and full stop. At first level, the majority of children structure their writing well using simple punctuation and joining words. At the second level, most children make effective use of notes to create new texts. Most children create poems about their personal experiences in an imaginative way, reflecting the style of poet they have explored. Positively, children made good use of digital technology to edit and redraft their work. At second level, the majority of children can write a persuasive letter. They include appropriate features and techniques to persuade the reader. A minority of children do not yet use the correct layout and features of a letter. A minority of children do not yet use appropriate punctuation and grammar.

Number, money and measure

- At the start of early level, the majority of children count, identify and recognise numbers to eight. At the end of early level, the majority identify and recognise numbers to 20. The majority can copy, and create simple patterns. The majority of children share out a group of items by making smaller groups. Almost all children can compare and describe lengths and heights accurately using everyday language. At the end of first level, almost all children read, write, order and recite whole numbers correctly up to 1000. The majority of children are not yet able to confidently subtract two digit numbers. The majority can apply mental agility number skills effectively to calculate the total amount spent in a shopping situation and calculate the change. The majority of children tell the time using half past, quarter past and quarter to using analogue clocks. A minority understand and accurately use the terms 'less than' and 'greater than' when comparing quantities. The majority of children working towards second level order numbers less than zero and locate them on a number line. The majority of children are not yet confident in calculating simple fractions to solve problems. A minority can calculate simple fractions of a quantity and use this knowledge well to solve problems. Most children solve simple algebraic equations with accuracy with one variable.

Shape, position and movement

- At the start of early level, the majority of children are beginning to recognise and sort common 2D shapes. At the end of early level, the majority of children identify and describe 2D shapes according to various criteria. The majority understand and correctly use the language of position and direction. At the end of first level, almost all children name and identify a range of simple 2D shapes and 3D objects using mathematical language to describe their properties. The majority know that a right angle is 90 degrees and identify right angles in the environment. Most children working towards second level are able to describe and classify a range of angles including acute, obtuse and straight using appropriate mathematical vocabulary. A significant number of children lack confidence when describing their understanding of the radius and diameter of a circle.

Information handling

- At the end of the early level children, children are not yet able to display and interpret simple data. At the end of first level, the majority of children select and use the most appropriate way to gather and sort data. A minority of children use mathematical vocabulary to describe the likelihood of events occurring in everyday situations. At second level, most children devise ways of collecting data in the most suitable way for a given task. The majority of children use the language of probability accurately to describe the likelihood of simple events occurring. At

first level and second levels, children need to develop their skills using digital technologies to display data.

Attainment over time

- Overall, children are making satisfactory progress from prior levels in literacy. Attainment over time in numeracy is less positive. There are clear dips in performance in numeracy across the school. Over the last few years, the school has had a focus on improving children's attainment in literacy. Going forward, raising attainment in numeracy should be a main focus of the school's work. The school is not yet gathering information on children's progress across other curricular areas. Staff now need to develop further arrangements to track and monitor children's progress across the curriculum to ensure they attain as highly as possible.

Overall quality of learners' achievement

- Children across the school are proud of their participation and success in a range of sporting and cultural activities. They are developing confidence, resilience and team working skills. A minority of children have leadership roles which enable them to contribute to their school community. This includes the re-established pupil council, house leaders and school captains. Children are developing important skills through such activities. Children at P7 have become reading buddies to those at P1. Children at P4 visit the local older residents in Bosfield House to share their books with them. Residents also had an opportunity to visit the school for a small celebration. Last session, a group of children developed a wide range of life skills as a result of their participation in a Forest Schools programme in the local country park. As planned, the school should now enable more children to access such rich experiences, in order that all children can develop skills across the four capacities, as defined in Curriculum for Excellence.
- Children's wider achievements both within and out with school are recognised and celebrated. School assemblies and showcase events enable children to share their learning and success with the rest of the school and at times, with their families. The school needs to track and monitor children's wider achievements more strategically to ensure all children are developing skills across a wide range of contexts. In addition, data gathered by staff should continue to be used to address any barriers to children's participation and ensure equity of opportunity for all.

Equity

- Over the last few years, the school has put plans in place to make best use of PEF. The school's allocation of PEF is predominately used to raise attainment in literacy. A significant number of children are benefitting from targeted support in literacy. The principal teacher leads this programme and carefully measures the impact of interventions. Over the last year, she has measured the impact of new approaches to the teaching of reading, which are being developed at all stages. This data demonstrates that almost all children across the school have made progress in reading from prior levels. There is clear evidence that the interventions and additional resources purchased are having a positive impact on learners' progress and engagement in learning. The school needs to ensure that all new initiatives are sustained to secure maximum impact for children's attainment and achievement. For example, embedding mindfulness strategies in daily practice and routines.
- The school has reviewed the hidden costs for children attending Halfmerke Primary School and developed a 'cost of the school day' position paper. As a result of this work, school trips and clubs are now free and school events, such as World Book Day are organised in a way which allow all children to participate. This is helping to ensure all children have access to experiences which support their learning. The school has also organised lunchtime clubs to enable all children the opportunity to access them. A significant number of children attend the daily free breakfast club.

Choice of QI: 2.4 Personalised Support

- Universal support
- Targeted support
- Removal of barriers to learning

- Senior leaders, together with staff, have made a positive start across the learning community to developing consistent approaches to promoting positive relationships and behaviour. The headteacher recognises that more needs to be done to develop and embed this work. This should build on the work which has begun to develop a shared campus vision and values, linked with children's rights.
- Whilst the majority of children feel that the school listens to their views, a minority do not feel comfortable approaching staff with questions or suggestions. Staff should continue to develop learner participation so that children feel they are more active participants in the life of the school. This includes helping all children to set personal learning targets, review their own progress, and plan for next steps in their learning.
- Staff demonstrate a strong understanding of the children and their individual circumstances. They are attuned to children, responsive to their needs and are developing inclusive practices across the campus. Staff's approaches to differentiation need to be more consistent across the school. Professional learning opportunities support staff's understanding of children's additional support needs, for example, the impact of adverse childhood experiences. As planned, senior leaders should continue to develop approaches to inclusive practices across the shared campus, in order to maximise the benefits for children.
- Support staff work closely with the principal teacher to deliver effective specialist input for individual children, using a range of approaches and resources. Children's progress is monitored carefully at weekly support team meetings and next steps identified. This is having a positive impact on children's progress in aspects of their literacy over time. The principal teacher has identified correctly the need to establish weekly meetings where support staff and class teachers can plan learning experiences together. Staff should continue, as planned, to share information about targeted interventions with relevant parents so that they can support their child's learning at home.
- Staff work closely with partner agencies to ensure that barriers to children's learning are minimised. This includes specialist input and resources, when required. Staff have a useful overview of all children in their class who require additional support. This includes learners' profiles and additional support plans, which contain information about individual children's strengths, needs and curricular targets. The headteacher needs to establish ways to develop the use of this information to help teachers plan learning more effectively for children who require additional support.
- The headteacher maintains an overview of support for individual children and support for learning is a regular feature in planning meetings with teachers. Overall, children's support plans need to be linked better to the planning of learning for individual children. Review meetings should ensure a focus on progress which children have made with targets identified in plans. The headteacher needs to monitor more effectively the impact of interventions and supports on children's learning and their progress.

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.