

Summarised inspection findings

Hampden Primary School

Glasgow City Council

26 March 2024

Key contextual information

Hampden Primary School is an inter-denominational school situated in Oatlands, Glasgow. The school is a specialist provision for children with complex learning difficulties from across Glasgow City Council. Almost all children require support with personal care and almost all children have significant language delay or impairment. The school roll is 65. The Glasgow City Council Area Inclusion Group places children at the school. The headteacher is supported by a deputy headteacher and two principal teachers. 54% of children live within Scottish Index of Multiple Deprivation deciles 1 and 2. There is a significantly higher level of children who are entitled to free school meals than the national average. 29% of families have English as a second or other language and 11% of families are asylum seekers or refugees. In 2020/21, there was 91.2% attendance, which was in line with the national average. Staffing has been an issue in the school, with a high turnover of staff because of teacher career development and absence.

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 very effective headteacher and deputy headteacher are committed to ensuring the highest possible standards for children. They provide strong and supportive leadership to staff, which helps to ensure that all children experience success in school. Senior leaders enable staff to continue to improve and effect change to best suit children at Hampden Primary. They inspire and provide support for all staff to improve outcomes for children in their care. Children and their families know and trust school staff well. They are confident that senior leaders will take their views into account and act in their best interests.
- All staff show a commitment to the school's shared vision, values and aims. All staff, children and parents were involved in a refresh of the vision prior to the pandemic. This has resulted in a clear and purposeful focus on children's rights and meeting children's needs. Senior leaders regularly undertake and act on surveys for consultation and evaluation. Staff provide opportunities for children to attend the city-wide pupil forum. They support children well to participate using visual aids and Alternative Augmentative Communication (AAC). Children actively participate in the school rights group, where representatives help make decisions about the life of the school. Children's views influence the positive development of the school.
- The school and wider community work together well to develop, promote and sustain continuous improvement. Senior leaders have recently implemented a successful multidisciplinary, authority wide programme to improve children's social communication, and emotional regulation. School staff share their experience, research and success with schools locally and nationally. This is leading to improved practice across the authority and is supporting system wide improvement.
- The school remained open through most of the COVID-19 pandemic. This helped to minimise the impact of school closures and the effects of the pandemic for children and their families.

Immediately following the pandemic, senior leaders and staff implemented and facilitated a series of supportive parents' groups. They provided a space for families to meet and share experiences. At ongoing 'question time' sessions, parents with children who have recently joined the school ask questions of staff and parents of older children. Senior leaders also use this time to consult with parents and ask questions about pertinent school matters. This includes discussion about how to spend school funds, including Pupil Equity Funding (PEF). Parents appreciate the high degree of consultation and the opportunity to influence important school matters.

- There is very effective school leadership at all levels. Most school staff show a high level of commitment to their own professional development and to leading improvement within school and across the local authority. A few staff are developing relevant knowledge and skills through study undertaken at post-graduate level. For example, staff undertake learning in areas such as British Sign Language (BSL), therapeutic approaches and leadership training. Senior leaders plan effectively to ensure staff share learning with colleagues. This is building capacity across the staff team and is helping sustain development and consistency of skills and knowledge across the school. As a result, staff are motivated and improving their collective pedagogy. Senior leaders protect time for collegiate and professional learning and evaluate effectively the positive impact of change on learners.
- Senior leaders have begun to support the majority of staff to take on 'championship' roles. These include running a mum's group, participating in city-wide improvement groups, leading cycle training, school photography and developing schematic play. All staff speak positively about their work on school improvement priorities. They relate their work to school self-evaluation and to areas for improvement which they have helped to identify.
- Senior leaders have a comprehensive quality assurance calendar which includes supportive classroom observation and reflection visits. Following staffing fluctuations, senior leaders changed and improved how they support new and existing teachers. They now hold regular one to one mentoring meetings and discuss with teachers their areas of strength and areas for development. As a result, senior leaders and staff quickly identify strengths within the team. It gives teachers a clear way to discuss and identify specialist training needs. This is leading to improved teaching approaches, particularly for new staff. They have also implemented effective, regular tracking and monitoring meetings where teachers discuss children's targets and reflect on the data they gather about children's progress. This allows staff to pinpoint where children need more targeted support and is resulting in timely interventions to meet children's needs. Senior leaders should now begin to analyse the data gathered from across the school to identify any wider school trends or patterns for specific cohorts of learners, such as learners with English as an additional language.
- Senior leaders and staff have a clear understanding of the social, economic and cultural context of the school. They work effectively with partners including allied health, educational psychology and local volunteers. Partners provide relevant and progressive educational experiences for children, including gardening and cooking lessons. Health professionals meet weekly with senior leaders. Together they signpost families to appropriate services, undertake assessments of needs and discuss the effectiveness of existing plans. These partnerships represent high quality joined up working. They help to effectively identify and meet the needs of children and their families.
- Senior leaders should continue to monitor effectively and evaluate the impact of programmes of change across the school. As planned, they should begin to formalise professional enquiry and teacher research. They should continue to encourage staff to share their learning across the learning community.

2.3 Learning, teaching and assessment

very 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

- Senior leaders and staff have developed a supportive culture and ethos which contributes to the positive learning and teaching environment. Teachers use carefully planned, individualised learning tasks, which are based on robust assessment. They make effective use of a wide range of assessment strategies using information from a variety of sources including families and allied health professionals. Staff are skilled at creating learning environments which support the physical and emotional needs of learners. Staff ensure communication approaches are a very strong feature of classroom practice and the curriculum. This is helping almost all children access and engage positively in learning activities. The recent introduction of a programme aimed at improving social communication and emotional regulation further supports learners to contribute actively to their learning targets. Teachers ensure their teaching approaches reflect the school vision values and aim (VVA) well. As a result, most children freely access a range of stimulating resources which teachers use effectively to increase children's motivation to learn. This includes teachers using smart boards and digital technology well.
- Most teachers use well-planned routines to create effective learning opportunities, which provide purposeful daily activities across the school. This is helping children understand and predict what to expect. Most staff use sensory spaces well to help children regulate their emotions and increase their capacity to focus during lessons. They use therapy sessions to help reinforce classroom-based learning across the curriculum. For example, staff bring elements of mathematics and literacy into movement and play sessions and self-regulation therapy. Most teachers very clearly articulate what children are learning and how it is appropriate to the child's stage of development. Almost all staff know and understand children's preferences and interests and use this information appropriately to engage children effectively in learning activities. Senior leaders should continue to enable and encourage staff to share best practice. This will improve the consistency of learning and teaching across the school.
- Teachers ensure the majority of children experience appropriate, enjoyable and challenging learning activities. For a few children, teachers need to ensure that learning activities are matched better to their needs and interests. This will support all learners to make the best possible progress. All teachers should ensure that they allocate sufficient time to learning tasks and, where possible, minimise the time it takes to transition between activities.
- Almost all children engage well for most of the learning sessions. The majority of children respond well to teachers' clear instructions. Staff provide routine and structure, which supports children's learning and positive behaviour. As a result, most children are making strong progress across the curriculum.

- The staff use a variety AAC strategies very well based on individual need. This approach helps children to better access the curriculum through reducing barriers to learning. Most teachers create learning environments which are well organised, promote independence and are appropriate to the needs of the children. Staff make learning enjoyable for children by engaging them in musical activities, singing and dancing. Staff understand well the personalised strategies that each child requires to engage them in learning activities.
- Overall, a minority of children experience breaks times, snack times and transitions that are too long. This is impacting on the overall time spent on planned learning opportunities. Teachers should remain aware of the importance of maximising purposeful learning times and, where possible, aim to minimise the effect of transitions between activities.
- Teachers and staff have developed highly effective and accessible approaches to play for all children across the school. Children experience a range of carefully planned play-based experiences encouraging their curiosity and exploration of learning. Most teachers and staff ensure high-quality interactions involve skilful use of gesture, touch, expression, signing, and tone of voice. They understand when to appropriately interrupt or support children's play or when to observe learning for periods of time. Teachers and staff are skilled at developing motivating and well-resourced learning spaces, including using an interactive, sensory projection system.
- All teachers ensure assessment information is integral to planning approaches. Teachers and staff mainly use photographic and video evidence, questioning and in the moment observations to underpin their professional judgement. These approaches help teachers understand the progress children are making in learning. Teachers use national benchmarks and milestones well to support their overall assessment of how well children are making progress. Most teachers provide detailed evaluations to support future planning.
- Teachers and other professionals work collaboratively to undertake other forms of standardised assessments. This ensures that children's wellbeing and communication needs are understood. Senior leaders work with teachers to analyse information gathered from assessments to agree and begin appropriate interventions. Teachers work with colleagues in the school and from other schools to moderate planning and evidence. This is supporting teachers well to understand national standards and check that they are meeting children's learning needs effectively. Senior leaders and teachers should continue to develop moderation activities, as planned, across a wider range of curriculum areas.
- All teachers plan appropriately over different timescales considering very well the needs of all children as individuals. In developing their planning, teachers ensure learning activities are flexible, individualised and account for children's interests very effectively. Teacher's planning is high-quality and clearly identifies how children can demonstrate success in learning. Individualised planning considers very well how teachers deliver learning with a focus on developing effective communication and emotional regulation.
- Senior leaders work effectively with staff to ensure they know how children are progressing with individual targets over time. They have established regular tracking and monitoring meetings across the school year. These meetings allow staff to consider evidence of learning and to discuss how to improve outcomes for children. This is providing senior leaders and teachers with valuable information about how well they meet the social and communication needs of all children. Senior leaders should continue to develop approaches to tracking and monitoring to ensure they meet the needs of learners across all areas of the curriculum.

2.2 Curriculum: Learning pathways

- The United Nations Convention on the Rights of the Child (UNCRC) underpins the school curriculum. Senior leaders and staff focus on what knowledge and skills the children need to equip them to take their place in society. School staff work with a range of partners, including health professionals and therapists to support and enhance the curriculum. This contributes positively to the learning experiences of children. The school utilises resources within the wider community to provide learning opportunities and enjoyable activities for all pupils.
- Each child has an individual learning pathway which provides detailed learning targets including information to support preferred learning styles. Pathway plans focus on literacy, numeracy and health and well-being. Teachers measure progress by milestones for complex needs and Curriculum for Excellence (CfE) experiences and outcomes. Teachers plan for progression within other curricular areas within interdisciplinary learning topics. This includes learning and celebration of other world religions and festivals. Teachers and support staff are fully aware of children's stages of development. They have a very good understanding of the small steps children achieve in their learning. The school has successfully introduced an effective framework for social communication and emotional regulation. This supports children to manage their emotions better and is resulting in improved communication.
- Whole school assemblies provide an opportunity for information, celebration and enjoyment. Children value the opportunity to take part in cultural events such as marking Burns Day. The school celebrates several multicultural religious events throughout the school year.
- Staff make good use of outside spaces and arrange regular trips within the local community. This is widening children's range of experiences and their confidence in social situations. Children participate in physical education activities in the well-equipped gym and in outdoor play areas. The school grounds and purpose-built outdoor classroom provide essential opportunities for children to engage in science, technology and play.
- Children do not receive the usual two hours of expected two hours of planned progressive Physical Education (PE). PE is bespoke for most children at the school. However, all children participate in planned activity to promote their physical health. This is benefiting all children to increase their health and levels of physical activity.

2.7 Partnerships: Impact on learners – parental engagement

- Parents value the supportive and highly responsive staff team. They receive useful and informative weekly updates about school news from the headteacher. School staff organise parents' groups to support families with the challenges associated with the role of carer. Senior leaders regularly seek their views about potential changes within the school. They host parent question time sessions to welcome and help families to feel a sense of belonging with the school community. The sessions offer advice and guidance about a diverse range of topics such as toilet training, puberty and accessing benefits.
- Led by support staff, the school has worked with the local community to secure significant funding to support the AAC/technology and sensory library and to provide useful training for staff and parents. Training includes parenting advice sessions, courses using signs and symbols, and British Sign Language (BSL) training. This is enabling families to improve communication with their children and enhances the overall experience of learners.
- Parents agree that effective communication is a strength of the school. School staff and partners work together to ensure that families are signposted to the most appropriate services for their needs. A lending library supports parents at home by providing resources and helpful texts for families. This enables parents to sample materials and equipment which may support their child at home. It includes items that are expensive to purchase, therefore alleviating financial pressure on families. Examples of resources include tablets with digital apps for AAC, squeeze seats which tighten around the child and provide a calming effect for children, talking tiles and other communication aids.

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 are highly effective in understanding the needs of children across the school. Teachers, staff and families work well together to identify the individual support needs of children. All children benefit from their time at the school and are improving their outcomes. The school conducts comprehensive assessment of children's health, physical and sensory needs.
- All staff nurture children's wellbeing effectively. Senior leaders and staff have created a positive, respectful and nurturing ethos where everyone's learning is highly valued. Almost all parents said that their child was treated fairly and with respect. Almost all parents said that they received helpful, regular feedback about how their child is learning and developing.
- Children are developing strong, meaningful and supportive relationships with staff across the school. They develop effective and important skills and strategies that reduce any anxieties and the frequency and duration of distressed behaviours. Staffs' nurturing approaches help almost all children to feel safe in school. Almost all children can identify someone in the school whom they would ask for help when required.
- Senior leaders are highly effective in resourcing a range of valuable therapeutic interventions that benefit children across the school. Children receive high quality experiences that are helping them, for example, to express themselves creatively, reduce distress, improve emotional wellbeing and develop coping skills. Other useful therapeutic approaches provide children with important opportunities for movement and exercise. Staff find supportive and creative ways for children to access areas of the curriculum. Overall, children's health and wellbeing are improving as a result of these important therapeutic supports.
- Children receive high quality support to share their views in relation to the wellbeing indicators. For example, senior leaders carefully adapt wellbeing questionnaires to meet children's individual communication needs. This is helping the majority of children express their views to staff and contributes to developing their wellbeing profiles. As a result, children have an educational experience delivered by staff who understand their needs very well. Staff should continue to build on this successful approach. The school's method of gathering the views of children with complex needs has the potential to provide more effective advocacy for children in similar circumstances.
- Children have comprehensive wellbeing assessments and learning pathways that link very well to the Getting it Right for Every Child (GIRFEC) national practice model. Children's strengths are highlighted in the wellbeing assessments and in their learning pathways. This is ensuring children build upon existing strengths and experience success in most of their learning activities. This is helping children achieve progress both socially and educationally.

- Almost all children's attendance at school is at or above the national average for the sector. Positively, following the pandemic, attendance at the school has continued to recover to pre pandemic levels. Senior leaders continue to work very well with almost all families to promote positive patterns of attendance at school. No child has had a recorded exclusion. A few children have significantly low attendance patterns. It is important that senior leaders continue to work with other agencies to improve attendance of these children. In doing so they need to ensure clear recording of coordinated multiagency plans that provide information about the outcomes and impact of decisions on children or families. Where appropriate, senior leaders should consider whether these children also require a coordinated support plan (CSP), in line with statutory guidance.
- Senior leaders request appropriate and timeous support from other agencies when required. Senior leaders' prioritisation of supporting the needs of children and families ensures that most children and families receive support when they need it. On occasion, a few children and families wait significant periods of time for support from other agencies. Positively, senior leaders and staff make suitable adaptations and adopt appropriate interventions to minimise the impact of waiting for more specialist support.
- Senior leaders and staff ensure that children's religious beliefs are respected and celebrated. For example, children of Roman Catholic faith are supported to undertake their sacraments. Senior leaders and staff take time across the year to undertake religious observance through sensitively reflecting and underpinning the shared values of the school community. This includes high quality school gatherings where children contribute to celebrations and participate fully without compromising their personal beliefs.
- Children enjoy physical activity across the curriculum. For example, they regularly exercise through play activities in the school, the school grounds and experience successful trips to local parks. Children learn useful skills in local allotments and participate in a yearly vegetable growing competition with other schools. This is widening their range of social experiences and providing valuable opportunities to increase their connection with nature. Staff help children to overcome anxieties by gradually introducing them to experiences which will benefit their health and wellbeing, such as yoga, boccia and massage therapy.
- Children have access to small library area within their classrooms and around the school. In the library areas staff provide children with appropriate books aimed at developing their awareness of health and wellbeing. Therefore, children experience texts that are relevant and inclusive to their needs.
- Children at the school have been successful in receiving a nationally accredited gold award for their work on promoting children rights. Children and staff view the rights of children as a central focus of the work of the school. They value and celebrate diversity within the school and continue to explore ways to ensure all children experience success within their life. Children experience a strong and inclusive school community, led very well by senior leaders. Children and their families are welcomed into the school community, are respected and encouraged to participate in the life of the school.

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 make good progress from their prior levels of attainment in literacy and English and numeracy and mathematics. Most children make very good progress in relation to their communication.

Literacy

- Almost all children are making appropriate progress against their prior levels of attainment in literacy and English.
- Most children are making very good progress towards their individual communication targets. Almost all children establish and maintain attention and concentration for short periods and enjoy their learning tasks. Most children are making very good progress in developing key skills in regulation. A few learners, for example those who are new to English, would benefit from more focused language acquisition support.
- Almost all children express themselves with pictorial aids or through gesture. A few children are making very good progress towards their individual talking and listening targets. All teachers provide effective support for all children to develop AAC skills. These skills are significantly enhancing the development of most children's social communication. As a result, children are becoming more independent and better able to make choices and express their views. Overall, children are interacting more effectively and confidently with staff, using low-tech AAC and digital applications to support their expressive and receptive language. This is improving children's understanding and helping them make more sense of their day. A few children would benefit from an increased focus on writing to develop emerging skills.
- Most children working towards early level are developing their listening skills well. Most children participate actively in songs, rhymes and stories, ask questions and respond relevantly to questions from others. Almost all children working at the foundation milestones are actively engaging in activities by responding, focusing attention and anticipating a familiar sequence of events.
- Most children and young people across the school develop their reading skills well. They enjoy listening to stories read to them by adult using books that children enjoy. At foundation milestones and pre-early CfE level, children and young people increase the range of symbols they can identify. This includes children and young people reading symbols to help them predict routines for the day, and using items or objects to express their choices. Children and young people working towards early CfE level, develop very effectively their understanding of stories and their understanding of key pieces of information within a story line.

Numeracy and mathematics

- Overall, the majority of children are making good progress in achieving their individual numeracy and mathematics targets. A few are making very good progress. Children make the greatest progress in relation to number, money and measure. A few children would benefit from more individualised approaches. This will help them attain better in numeracy and mathematics and accelerate their progress as well as possible. Overall, staff should continue to explore how to increase the amount of time provided to children to develop their numeracy and mathematics skills and language. This includes continuing to consider way to help children apply these skills in a growing range of real life and meaningful contexts.
- All children working at the foundation level of milestones engage well with opportunities to explore, experience and encounter a range of concrete objects, colours and other stimuli. They show a developing understanding of familiar objects and concepts of movement or position. Children at the foundation level of milestones participate in songs and rhymes involving an initial experience of number and days of the week.
- Most children at pre-early level and early level develop their understanding of, and follow, sequences of events well. They refer to visual timetables to identify that different activities happen across the school day. Children at pre-early level describe accurately the order of activities using appropriate language. They match items using familiar measurements such as items that have the same colour, similar size or length. Almost all children at early level recall number sequences and count objects to and from 20. A few children are extending their learning and beginning to use multiplication facts to count in groups of two or ten. Overall, all children at early level develop well their understanding of number in the world around them. Children would benefit from more opportunities to apply information handling skills.

Attainment over time

- Most children are attaining well over time. Teachers capture children's progress well at an individual level through learner journey documents. The 'My Learning Pathway' plan includes information about children's progress, their likes, dislikes and other critical information. This helps teachers understand children's next steps in learning and further informs families about children's progress. Senior leaders can demonstrate that almost all children are making good progress towards their individual social communication and emotional regulation targets.
- Senior leaders understand well the progress and next steps for individual children across the curriculum. However, they are not yet able to easily analyse data to show progress over time by cohort. Senior leaders should use data about individuals to track the progress of groups of learners, as they move through the school. This will provide more robust information about cohorts of pupils.

Overall quality of learner's achievements

- Almost all children are successfully developing their confidence, communication and social skills. Children are improving their self-regulation skills and their ability to manage their emotions. Through their caring and nurturing approach, staff help children to enjoy unfamiliar environments which they have previously found overwhelming. Children are managing with confidence situations activities and events at home and in the community. Almost all children participate and enjoy large group activities, such as festive celebrations and assemblies.
- Children enjoy celebrating their success with the school community and are proud of their achievements which they share with their families. Parents benefit from staff sharing children's achievements through the 'Proud Cloud', and through online communication platforms. Families value the increased confidence that children are building through their participation in a wide range of whole school events. Examples include the school show, the celebration of

children's rights awards and family 'bake off' events. Children also effectively contribute to local fundraising activities.

Equity for all learners

- Senior leaders and staff have a sound understanding of the additional support needs and the socio-economic context of children at the school. A key priority of the school is to improve social communication within families. The school regularly applies for community grants and raises funds to support this. Staff purchase assistive technology, including tablets and digital applications for identified families. They provide training to improve language and communication between children and their families. The school also provides a well-used school uniform recycling scheme and purchase clothing for most children through school funding.
- PEF funded therapies, such as, yoga, massage and play therapy, are benefitting groups of children across the school. The school provides one to one, targeted sessions for identified children including care experienced learners and children experiencing distressed and distressing behaviours. Parents also access funded yoga sessions and family support through PEF funding. These sessions help to reduce anxiety and provide strategies for families to manage daily stress. Parents have a significant input on how senior leaders spend school funds including PEF, for example the school purchased several adapted bicycles following parental suggestions.
- The school monitors the effectiveness of their PEF spending. Staff are able to evidence the benefit and value of this through parental feedback, and by charting a decrease in distressed behaviours of individual children. Senior leaders should continue to monitor the effectiveness of PEF interventions and the impact they are having on closing the poverty related attainment gap.

Practice worth sharing more widely

- Staff in the school have been supporting children's social communication and emotional regulation using a new model of practice, which they began at the beginning of 2023.
- Senior leaders and staff were seeking to improve children's capacity to express themselves and identified that children also needed to improve their self-regulation. Instances of distressed behaviour had grown following the pandemic and staff were keen to support children to manage this. Senior leaders also identified that improved communication would benefit children's learning across the curriculum and would have a positive impact on interactions with family and in the community.
- Senior leaders shared their ideas with parents and partners. They quickly enlisted the support of agencies such as health, educational psychology, speech and language partners and other allied health professionals. Teachers and staff undertook joint training with partners and met with staff in other schools to share best practice. Parents attended information and training sessions and using a multi-agency approach, targets were identified for children. This had a significant impact on learning and teaching, and tracking and monitoring, across the curriculum.
- The headteacher undertook a thorough piece of research to examine the impact of this approach on children's learning. She found that teachers' planning better matched children's needs. Their tracking of children's skills progress across health and wellbeing, literacy and mathematics was also more focused and had improved.
- With more targeted support, and through an increased universal focus on communication, instances of distressed behaviour have reduced. Dysregulated behaviour was infrequent during the week of the inspection. Families report improved communication generally and parents continue to be involved in target setting and the appraisal of progress. Overall, children's health and wellbeing are improving as a result of these important interventions.

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.