

Summarised inspection findings

St Kessog's Primary School

West Dunbartonshire Council

25 June 2024

Key contextual information

The school comprises 153 children across six mainstream classes and specialist provision, the Lomond Base. Across the school and Lomond Base, 63% of children are identified as having additional support needs. The Lomond Base consists of six mixed classes. There are currently 34 children in the provision, ranging from P1 to P7. All children are allocated places in the Lomond Base following the local authority staged intervention process and joint review panel. Forty-three percent of children reside in deciles 1 and 2 according to the Scottish Index of Multiple Deprivation, and 81% in deciles 1-5. The school has experienced significant turnover of staff in recent years. This has affected the senior leadership team (SLT) in particular. All three members of the current SLT have taken up post in the course of this session. The substantive headteacher has been in post since August 2023, and the acting principal teacher was appointed in November 2023 and the acting deputy headteacher in January 2024.

1.3 Leadership of change	very good
<p>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:</p> <ul style="list-style-type: none">■ developing a shared vision, values and aims relevant to the school and its community■ strategic planning for continuous improvement■ implementing improvement and change	
<ul style="list-style-type: none">■ The headteacher has a clear vision for school improvement and a well-considered strategy for making this vision a reality. Her vision draws on a clear understanding of the social, economic cultural and faith context of the school. It is shared and supported well by the SLT and by all stakeholder groups. Teachers are inspired by the headteacher’s vision. It provides them with clear expectations and motivates them to work together collegiately to develop their professional skills and experience. They demonstrate a clear sense of shared purpose and are increasingly confident in taking responsibility for school improvement.■ The empowerment of stakeholders is central to the headteacher’s strategy to support school improvement. All stakeholder groups express confidence in the positive changes and aspiration for improvement demonstrated by the headteacher and SLT. They have collaborated effectively to identify the values of respect, safe and included which sit alongside the motto of “The future is ours”. Together, these articulate clearly and simply the ambition of the SLT to prioritise children’s wellbeing and set no limits on what any child can achieve.■ Across the school, staff and children are empowered through engagement in a range of leadership roles. All teachers have leadership roles that are clearly defined and aligned with school improvement priorities. These roles are linked to teachers’ skills and clearly aligned with professional development and review as well as professional learning. Teachers report that they feel trusted and motivated to develop their professional knowledge and practice. The SLT protect time for collaborative learning and to promote professional reflection. Senior leaders should continue to develop leadership opportunities for non-teaching staff.■ Children volunteer and participate eagerly in leadership groups that cover a range of areas linked to school improvement priorities. Children from the Lomond Base engage meaningfully in groups appropriate to their skills and abilities. One child-led leadership group has begun to	

use 'How Good Is OUR School' to engage in aspects of self-evaluation. Staff work together with children to lead a range of groups to develop areas of the work of the school. Staff should continue to explore ways to give more formal responsibility to children in leading these groups. Children should be more clearly involved in leadership of learning in particular.

- Senior leaders ensure that the school improvement plan (SIP) is increasingly informed by robust evidence and data. They engage all stakeholder groups meaningfully in aspects of self-evaluation and the identification of priorities for improvement. The SIP is carefully aligned with the National Improvement Framework and local authority priorities. Priorities and actions are well considered by senior leaders and actions and responsibilities are clearly identified. They set out actions and activities to identify and gather evidence clearly in an annual calendar. Senior leaders provide termly summaries in order to monitor progress and inform any necessary changes. The headteacher has consciously set an ambitious pace of change and engages staff positively in working collaboratively to take forward improvements. She recognises the need for a period of consolidation in order to embed structures and processes. This will allow for the careful gathering and analysis of evidence to evaluate the effectiveness of improvement measures and adapt as necessary.
- Senior leaders make effective use of Pupil Equity Funding (PEF) to provide targeted support to reduce identified gaps in attainment. This includes the provision of a pupil and family support worker, sensory rooms and resources to support emotional literacy and improved health and wellbeing for children. Senior leaders should refine the PEF plan and SIP further. This should provide a clearer and more detailed focus on specific intended improvements for children. This would support staff to identify appropriate evidence with which to evaluate success. In turn, this should help senior leaders to identify more clearly the impact of PEF on closing gaps in learning as intended.
- Across the school, teachers are empowered to develop more creative approaches to pedagogy. Teachers report an increase in confidence to try out new approaches and support each other to improve professional practice. They utilise an increasing range of teaching strategies. As a result, children experience a wider variety of learning activities. This is making learning more interesting for most children and resulting in increased motivation and engagement, and also improvements in attendance for a few children.

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

- The headteacher has prioritised professional learning for staff to support a deeper awareness of emotional literacy and understanding of behaviour across the school. As a result, all children benefit from the warm relationships between staff and children. Almost all parents feel their child is safe in school and that staff treat children fairly and with respect. Most children feel comfortable approaching staff with questions or suggestions. Children and staff have worked together to develop a shared understanding around emotions and friendships. Most children feel this is having a positive impact on behaviour and interactions with others.
- Children are polite and respectful to each other, adults and visitors. Almost all children are eager to learn and most engage well in their learning. Children respond well to the opportunities they have to work independently, in pairs and groups. Through these, children are developing their skills in communication and collaboration. Staff support children to begin to link these to the four capacities.
- Staff have taken significant steps to develop learning environments across the school. They work together to ensure classrooms are inclusive places for all children. All classes have flexible spaces and resources that are accessible to children. Staff use these to support children to become increasingly independent in their learning. Shared spaces have been developed to support social and emotional wellbeing. These are used effectively by staff to support children, including at times of transition. In these ways, staff are maximising the design of the school building to support how children learn.
- Staff demonstrate a strong collegiate ethos with a clear focus on improving outcomes for learners. The headteacher has supported teachers to develop and agree a simple learning and teaching strategy. This clarifies expectations regarding effective features of learning and teaching across the school. Staff have worked well as a team to support and learn from each other. As a result, teachers are beginning to implement more consistent approaches to ensure high-quality learning and teaching across the school. Senior leaders recognise the need to develop consistency further to ensure that learners experience activities are appropriately differentiated and active. This should ensure learning is well matched to children's needs.
- Teachers are increasing the variety of learning experiences for children across a greater range of contexts. Staff recognise the importance of outdoor and play pedagogy and how they use different environments to engage children in their learning. Professional learning is supporting them to feel more confident in using more varied approaches. Staff should continue to reflect on early years national practice guidance. This will help strengthen further their understanding of learning through play and support them to improve their use of interactions, spaces and experiences.

- In the majority of lessons, teachers' instructions and explanations are clear. Teachers share the purpose of activities with children routinely, along with the steps they need to take to be successful. Almost all children can talk about what they are doing but are not always clear about what they are learning. Teachers generally make effective use of closed and more open questions. However, they should continue to develop their use of questioning to ensure they support children to develop their higher-order thinking skills.
- Although the range of learning activities is increasing, a significant amount of time in the majority of lessons is overly teacher led. As a result, children are not always full and active participants in their learning. Teachers should encourage children to develop their creativity and enquiry skills and enable them to be more independent in their learning. Teachers need to ensure that all children experience appropriate pace and challenge in their learning to ensure that they make the best possible progress.
- Across the school, teachers use praise well. All teachers give children feedback on what they are doing well in their learning and what they need to do to improve. However, they should continue to work together to agree more a consistent use of high-quality feedback. This will help children to understand their next steps in learning more clearly.
- Children use digital technology to enhance their learning in a few lessons. They make use of laptops for research and to reinforce and demonstrate learning. Children who require additional support benefit from using digital technologies well to support their learning. Digital leaders are proud of the skills they develop, and they share these well with peers. Staff should continue to explore, with children, ways in which they can develop their use of digital technology to enhance learning in a range of contexts.
- All teachers have started to use a range of formative, periodic and standardised assessment approaches within learning and teaching. These approaches are outlined in an assessment calendar. Children complete baseline assessments at key points throughout the school year. Teachers are at the early stages of developing consistent approaches to assessment of writing which is beginning to give clearer direction to children about successes and next steps in learning. As planned, teachers should plan high-quality assessments to provide children with opportunities to demonstrate breadth, depth and application of learning.
- Senior leaders are reviewing assessment approaches to ensure they are matched to the needs of learners and used to support them to demonstrate progress in learning. Teachers include assessment consistently in their planning for learning and teaching in literacy, numeracy and learning across different subjects. They should continue to develop this across all areas of the curriculum and ensure more consistent use of assessment evidence to support improvements in children's learning.
- Staff have developed a shared understanding of standards in writing. As a result, the quality of writing across the school is improving. They should continue, as planned, to develop this further across other areas of learning. It would also be helpful for staff to undertake well-planned moderation activities with colleagues within and beyond the school. This would support a clearer shared understanding of achievement of a level.
- Teachers use local authority progression pathways to support planning. The headteacher has introduced additional planning to provide more detail about learning experiences for children. Teachers should now ensure planned learning builds on children's prior learning clearly with effective approaches to differentiation. This will help to clarify not only what children are learning but how they will learn. As planned, they should now broaden this to ensure all children experience progressive learning in all curriculum areas.

- Senior leaders have established effective tracking arrangements. They meet staff termly to track and monitor children's progress and this is beginning to enable staff to capture this more robustly. As planned, staff should continue to review approaches to assessment to ensure that all tracking data is based on rigorous and robust evidence and that the impact of interventions is clear. They should ensure tracking is extended across all curriculum areas.

2.2 Curriculum: Learning pathways

- Teachers make use of progression pathways for literacy, numeracy and health and wellbeing (HWB) to plan key learning for children. Senior leaders need to continue to develop a similar approach for other curriculum areas. This will support teachers to plan learning across all curriculum areas, in appropriate detail, to meet the needs of individual children.
- Children are developing their language of learning and skills, aligned to the local authority competencies for learning, life and work. These are known as the 6Cs (creativity, critical thinking, character, citizenship, collaboration and communication). Teachers' increased focus on skill development is supporting children to develop an awareness of transferable skills they use across their learning.
- Identified children benefit from individualised curriculum supports such as wellbeing groups, PEF interventions and enhanced transitions. These are provided through effective partnership working with other local authority agencies. This includes education psychological services, social work, speech and language therapists, neurodevelopmental team and also third sector organisations.
- Staff should continue with plans to develop outdoor learning more fully. This will be a helpful addition to the increasing variety of activities and contexts for learning that children experience.
- The school should proceed with the plans in place to introduce British Sign Language as a second language for children in accordance with the national 1+2 language policy.
- The school uses the diocesan planners for 'This Is Our Faith', the syllabus for Catholic religious education in Scotland and religious observance. This ensures that children experience progressive learning in religious education and have appropriate opportunities for religious observance in line with national advice.
- All children receive their entitlement to two hours of high-quality physical education. The school should continue to utilise specialist input such as that provided by the Active Schools Coordinator, along with professional learning, to ensure the quality of children's experience.

2.7 Partnerships: Impact on learners – parental engagement

- The school's provision for family learning is impacting positively on outcomes for children's health and wellbeing. Staff offer a range of events to inform and engage parents, such as campus gardening club, Lomond Base family celebrations and social outings. Parents report that there is improved communication since the new headteacher was appointed. They welcome the enhanced approaches the school has taken to support learning at home. Parent forum events have included fundraising which has supplemented literacy resources in the school.
- The recently introduced 'Cuppa Connections' sessions provide wellbeing support to families. These sessions are providing parents with the opportunity to meet with staff, other parents and partner agencies. The sessions include awareness raising and helpful information in a range of areas such as autism. Parents state that these sessions are beneficial and provide them with information on how best to support their child's health and wellbeing at home.

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

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 demonstrate a high level of commitment to support the wellbeing of the children in St Kessog's Primary School and Lomond Base. Teachers, learning assistants, senior leaders and ancillary staff know individual children well. Staff have developed a strong sense of community through the introduction of learning groups, community groups, engagement with the parish and inclusive assemblies. As a result, children benefit from supportive and strong relationships across the school community. All children experience a nurturing and inclusive environment. Children are very proud of their school and feel motivated to do well in their schoolwork.
- Most children are aware of the wellbeing indicators and what each one means for them. They talk confidently about what it means to be active, healthy and safe and the difference this will make to their lives beyond school. Children are at the early stages of evaluating their progress in wellbeing regularly against the wellbeing indicators. All staff should continue to embed this language in daily school life. This will help children to set personal targets to improve their wellbeing. This should also support staff in tracking pupil attainment in health and wellbeing.
- Staff have a very strong focus on children's health and wellbeing. Professional learning has supported staff to improve their understanding of children's emotional health with a focus on relationships and nurturing interactions. They are highly aware of the need to consider and take account of the holistic wellbeing needs of all children. Senior leaders have introduced termly 'Getting It Right For Every Child (GIRFEC) collaboration and tracking' meetings with teachers. As a result, staff discuss the wellbeing needs of children regularly and identify and provide appropriate support when needed. In this way, children are able to understand and regulate their emotions well. This supports them to develop strong relationships and engage well in learning.
- Children feel safe in school and know they have adults they can talk to if they have concerns or if they need help. Almost all children say that school helps them to feel safe. A few children benefit from regular emotional check-ins and have identified a key adult they can gain support from on a regular basis. Parents speak positively about this approach and how it has improved their child's resilience. Almost all children state that staff listen to their views and take these into account. Most children have a good understanding of how this links to children's rights. Staff should continue to highlight children's rights across the curriculum to ensure all children understand their relevance and how they impact upon their wellbeing.
- Most teachers plan HWB lessons with a focus on emotional wellbeing. Teachers use the local authority pathways to identify learning in other areas of HWB. As planned, senior leaders and teachers should now develop progressive HWB planners to provide children with progressive learning experiences in this curriculum area. Most children feel that the school teaches them to have a healthy lifestyle. Almost all children feel they have chances at school to get regular

exercise. They benefit from being active through a range of additional physical activities, provided by school staff and coaches.

- Children benefit from a range of support measures for social and emotional wellbeing, building relationships and support for bereavement. These include interventions to focus on building children's emotional resilience and self-regulation. As a result, children are more able to discuss their emotions and utilise strategies that support their wellbeing. This supports targeted children well to be ready to learn and make progress in their learning.
- Staff have a good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. The school's approaches to child protection, safeguarding and meeting the additional support needs of learners are embedded in legislation and national guidance such as GIRFEC. Children's attendance at school is generally in line with the national average. Senior leaders track and monitor attendance thoroughly for all children. They are proactive in addressing barriers and work closely with families to improve attendance when concerns arise. These approaches have improved attendance for a few children.
- There are no children with a coordinated support plan (CSP). It is essential that staff now strengthen their practice to identify children who meet the criteria for a CSP. Senior leaders should ensure that each of these children are considered for a CSP and these decisions are recorded.
- Staff have clear processes in place for identifying children who need extra support or who are experiencing barriers in their learning. Staff use an appropriate range of universal and targeted approaches, such as de-escalation strategies, non-verbal and verbal communication, proactive responses and visual aids. These engage and support children in their learning well. The headteacher makes referrals to partner agencies where appropriate and identifies support to help them to make progress. Children with barriers to their learning benefit from targeted support. Senior leaders should now ensure parents and children are fully involved in setting and reviewing each child's individual targets. This should help them to identify more clearly the progress individual children are making as a result of interventions. Staff have planned and delivered support to children who have experienced change and loss. As a result of this intervention, children state this has improved their ability to make good choices and be proactive in asking people for help.
- Senior leaders use PEF to provide additional support for children who have barriers to their learning, including those impacted by poverty. They provide additional staffing and resources for literacy, numeracy and wellbeing interventions. Staff are supporting the wellbeing needs of identified learners through interventions such as gardening, therapy and nurture activities. Early signs show these are having a positive impact on improving emotional wellbeing, social skills and engagement of individual children. A next step for staff will be to monitor and evaluate the impact of these interventions more regularly and effectively. This will help to ensure that all interventions remain fit for purpose for all children.
- Senior leaders and staff engage well with a wide range of partners who provide supportive interventions for children and their families. Key partners collaborate successfully with staff to support children and families. Successful partnership working is helping to boost children's physical activity, resilience and social skills. Senior leaders should now evaluate the impact of these interventions on children to ensure continued improvements in their wellbeing.
- Senior leaders and staff have developed an inclusive learning environment. They ensure that children develop their understanding of diversity to address any potential barriers to participation. Children speak very positively about their ability to recognise and value

difference. For example, children speak confidently about research and writing they carried out around gender and racial inequality. They benefit from the relationships they have developed with children in the Lomond Base and feel these have strengthened their understanding of differences. Inclusion leaders are proactive in seeking opportunities to further develop relationships with children in the base and as a result, are improving their communication and leadership skills. Staff should continue to plan opportunities to help children deepen their understating of diversity and challenge discrimination across a range of protected characteristics.

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 in literacy and numeracy is good. Data provided by the school shows that the majority of children at P1, and most at P4 and P7, achieve expected curriculum for excellence levels of attainment. A minority of children are capable of making even better progress. Most children who require support with their learning, including the few children for whom English is an additional language, make good progress in their learning.

Attainment in literacy and English

- Across the school, children are making good progress in literacy and English.

Listening and talking

- Across the school, children are confident and enthusiastic. Most children listen well and engage in conversation with adults and peers during learning and social activities. At early level, the majority of children take turns during class discussions. They are able to follow and give simple instructions.
- At first and second level, most children build respectfully on the opinions and views of others during class work and group tasks. They are able to use a few techniques when engaging with each other, such as using eye contact and expressive body language. Most children across the school contribute enthusiastically and are keen to answer questions in class.

Reading

- Most children across the school talk confidently about their favourite authors and their preferred genre to read. At early level, most children recognise single sounds confidently. They use their knowledge of phonics to read new words. Almost all children are able to engage with texts read to them and ask and answer questions about events and ideas in a text. At first level, most children read fluently. They are able to select different texts to read for enjoyment, explaining their preferences. Most children at first level make good use of contextual clues to help them understand what they read. They are able to answer literal, inferential and evaluative questions about text.
- At second level, most children read with fluency, understanding and expression. They identify key skills being used by writers and can explain how these impact on readers. The majority of children know how to skim and scan but would benefit from more applying these skills more regularly with a range of texts. They are able to answer different types of questions but are limited in their understanding of question types. Children would benefit from opportunities to develop their understanding and application of different types of questions to gain greater meaning from texts that they read and listen to.

Writing

- At early level, almost all children write one or two sentences independently. They use capital letters and full stops accurately. Children write for an increasing range of purposes through play. At first level, children are beginning to convey information in different formats including reports. They are able to identify a few features of this genre including sub-headings. They are also able to summarise a story using illustrations and words. Children at first level know the meaning of a simile, metaphor and onomatopoeia.
- At second level, most children continue to write well. They are able to write at length, organising their ideas in a logical way. They describe the reasons for writing descriptions, reports and speeches. However, they are not yet confident in identifying how their writing could be applied in real life contexts. Teachers have focused on improving writing through developing an integrated structure for writing. As a result, children at first and second levels are writing effectively for a wider range of purposes across a variety of contexts. The quality of children's writing has improved across the school, for example in spelling, punctuation, grammar and including more interesting and engaging content.

Numeracy and mathematics

- Across the stages, children's progress in numeracy and mathematics is good. As identified by the school, children should continue to develop further their application of numeracy and mathematical skills across the curriculum using real-life problems and contexts. Children will benefit from revisiting prior learning more regularly. They should have more opportunities to apply their numeracy skills in new, real-life contexts. Children across the school should be supported to develop their numeracy skills at a faster pace.

Number, money and measure

- At early level, all children benefit from learning numeracy through play opportunities. Most children sequence numbers to 20 with accuracy and solve missing number problems. They are aware that numbers represent quantities and recognise numbers from 0 to 20. They are developing confidence in addition and subtraction strategies within 10. They describe lengths using appropriate language, such as longer, shorter, heavier and lighter.
- At first level, most children round whole numbers to the nearest 10 and 100. Most children are confident in their understanding of multiplication facts and apply strategies for example, using arrays to support these. They would benefit from exploring fractions further to develop their understanding of how to find a fraction of an amount within word problems. Most children are aware of analogue and digital times but are not confident at being able to convert analogue to digital time. Almost all children identify coins and notes to £20 and with support, use a variety of combinations to make the same total.
- At second level, children round whole numbers to the nearest 1,000, 10,000 and 100,000. They explain the link between a digit, its place and its value for numbers to three decimal places. With support, they use their knowledge of equivalent forms of common fractions, decimal fractions and percentages to solve word problems. For example, to calculate the sale price of an item with 25% discount. As identified by teachers, all children will benefit from opportunities to revisit prior learning to support the consolidation of skills and knowledge for example in reading scales and measuring angles. Through work with the Scottish Catholic International Aid Fund (SCIAF), children are using problem solving skills and creativity to budget and calculate profit and loss. As planned, children should have further opportunities to apply their learning across different contexts.

Shape, position and movement

- At early level, most children are confident in their understanding of positional language such as above, below, in front and behind. They recognise and describe common two-dimensional (2D) shapes and three-dimensional (3D) objects and speak enthusiastically about their 'shape pizzas'.
- At first level, most children use mathematical language confidently to describe a range of 2D shapes and 3D objects. Most children do not yet have a clear understanding of angles and rotation. They are not yet able to use square grids to estimate then measure the areas of a variety of simple 2D shapes to the nearest half square.
- At second level, children have explored a range of 3D objects and 2D shapes and use mathematical language to describe their properties. For example, when using specific vocabulary including regular, irregular, diagonal, radius, diameter and circumference. All children have investigated angles in the environment. With support, they discuss, describe and classify angles using appropriate mathematical vocabulary including acute, obtuse, straight and reflex.

Information handling

- Through self-evaluation, the school has identified this is an area for focused attention. At early level, most children sort items in a variety of ways, for example, shape and colour. With support, they interpret simple graphs and answer simple questions around these. At first level, children use tally marks to collate and interpret data. With support, children at second level discuss the variety of ways and range of media used to present data for example, bar graphs, line graphs and pie charts.

Attainment over time

- The headteacher identified that attainment data prior to 2023 was not sufficiently robust, meaning that any comparison or analysis would not be reliable. She has taken effective steps to ensure robust data is in use from now on and teachers develop their data analysis skills through appropriate professional learning. There are early signs that changes teachers have made to pedagogy, planning, assessment are supporting improvements in attainment for individual children over the past session.

Overall quality of learners' achievements

- Senior leaders identify children's participation in wider achievement activities in and outwith school. Overall, most children across the school take part in activities outside of school. Staff have an inclusive approach to celebrating children's achievements in class, during school assemblies and through social media and telephone calls to parents. They invite parents into school termly for children to showcase their learning and share their achievements.
- Children earn recognition awards such as St Kessog's Creator and Balloch Community Champion that recognise and celebrate their effort and work in the school community. They benefit from leadership roles, such as sports leaders, dance group and creating and recording electronic dance music in a local professional studio. Children also gain experience and skills through social enterprise work such as the Campus Pantry and on project work with the SCIAF. This broadens children's understanding of social issues and the lives of others. At the same time, they learn important skills for work, for example, in managing money and stock, marketing and bookkeeping.
- Almost all children benefit from regular, planned cultural experiences in and out of school, such as The Science Centre, P7 residential outdoor learning and library visits. Visitors to the school, including parents and local business partners, contribute well to children's understanding of

local culture and skills for life and work. Children who attend the Lomond Base have planned experiences with parents within the local community where they learn and demonstrate important life skills and confidence.

- Across the school children develop skills through a variety of clubs such as dance, gardening, sports, singing club and digital technology. These include skills of cooperation, collaboration, resilience, determination and skills in using digital technology. Digital skills are demonstrated effectively and shared through the video tutorials produced by children. Senior leaders should continue with plans to track achievements in more detail, including how children develop their wider skills progressively as they move through school.

Equity for all learners

- Senior leaders and staff have well-considered approaches to ensuring equity and closing the poverty-related attainment gap. This includes effective targeting of PEF. There is emerging evidence that these approaches are beginning to increase attendance and improve progress in learning for a few identified children. Inclusion work in groups and assemblies is supporting children in the Lomond Base to achieve alongside their peers.

Context

The Lomond Base consists of six mixed classes. There are currently 34 children in the provision, ranging from P1 to P7. All children are allocated places in the Lomond Base following the local authority staged intervention process and joint review panel. All children attending the Lomond Base have a range of wellbeing and additional support needs arising from developmental learning, wellbeing and socio-economic factors. A few children join mainstream classes and attend community groups with their peers as appropriate to their needs.

Leadership of change

- The recently appointed headteacher and SLT have high aspirations for the Lomond Base. They work together effectively to set and direct the work of staff. Teachers and staff feel well supported by senior leaders and have established positive relationships with each other, children and their parents. Teachers feel empowered and are growing in confidence as they begin to take on more prominent leadership roles within the Lomond Base and across the school. Senior leaders have worked well to establish important links between the work of the Lomond Base and the rest of the school campus. As a result, teachers and support staff feel better connected as part of a whole school team.
- Staff have a shared focus and commitment to ensuring the outcomes for children are positive. Senior leaders have introduced collegiate and self-improvement calendars which include the Lomond Base as a part of whole school strategic work. Senior leaders should continue, as planned, to embed this approach. It will help to support practitioners ensure that they continuously look for ways to improve their practice and work closely together to achieve this.
- The Lomond Base improvement priorities sit within the whole school improvement plan. Senior leaders and staff have identified well-considered improvements specific to the base and the next steps on their improvement journey. The headteacher and acting principal teacher meet regularly to discuss this work. The process of reflection on the impact of the work includes a range of informal meetings and recently, more formal 'GIRFEC collaboration and tracking' meetings with teachers. These meetings are helping staff to adjust to new ways of working. They support them to adapt to meet the increasing complexity of needs of children placed in the Lomond Base.

Learning, teaching and assessment

- Staff know children very well. Staff have developed 'All about me' profiles which support them to have clear understanding of children's individual needs. These include important strategies to support children in their learning and reduce barriers to participation. Staff use a wide range of provocations and personal interests well to engage children in their learning. As a result, children are able to engage effectively in learning activities individually and in small groups.
- Teachers use a range of strategies including modelling, scaffolding, and commentary to support children to understand their learning. Teachers use available learning spaces and resources effectively to support learners with new concepts. Staff are becoming skilled communication partners. They use a variety of communication approaches including interactions, objects and visuals. These support children to participate in sharing their thoughts and ideas and make choices in their learning. A few children find tasks and activities too easy. Staff should continue to challenge a few children to extend their participation. Extended engagement in learning activities set at the correct level of difficulty should ensure children make the best possible progress in their learning.

- In a few classes, children use laptop computers with confidence to access games, take photographs and access personal profiles using digital machine-readable codes. In the younger classes, staff are at the early stages of introducing a play-based approach to learning. Staff should continue to use national guidance to develop their understanding of play and ensure progression within play experiences.
- Teachers plan learning through Educational Support Plans (ESPs) and newly introduced interdisciplinary learning (IDL) planning. ESPs focus on key areas of communication, regulation, social interactions, literacy, numeracy and skills for life. Children's learning targets are displayed prominently in class and teachers and support staff refer to them regularly. Teachers review ESPs and IDL planning termly. Senior leaders should continue to support staff to ensure that all ESP targets are specific and measurable. This will help to ensure that children are making clear progress and new targets build progressively on prior learning.
- Staff are beginning to use the newly introduced observation and evaluation formats to assess children's progress. They are beginning to use them more reliably to plan next steps in learning. Teachers use a small number of baseline assessment to help establish starting points in wellbeing and learning. Newly introduced 'GIRFEC collaboration and tracking' meetings are beginning to improve teachers' confidence in understanding Milestones and Benchmarks within and across a level. Senior leaders recognise that teachers are at the early stages of developing their understanding and use of these approaches and have plans to continue this support. Refreshed annual report formats support teachers at set points in the year to highlight the progress children are making in key areas of learning based on ESPs. Senior leaders should review these to ensure that the progress all children are making in their wellbeing, development and learning is clear and in line with their stages of holistic development.

Ensuring wellbeing, equality and inclusion

- Positive and nurturing relationships with key staff help children feel safe, understood and valued. Staff support children effectively to transition into school by using clear routines and visuals. This helps children enter school happy, confident and settled. Children in the Lomond Base are well supported by staff who know them well. Staff are skilled and attuned to the wellbeing and additional support needs of children. Across the base, staff use positive and nurturing relationships, established learning routines and individualised wellbeing strategies to support children effectively. These help children to regulate their emotions and engage in their learning with the correct levels of support. As a result, the children are well regulated, settled and work well individually and in groups with peers.
- Staff provide children with the correct level of time to process information and regular opportunities to develop their independence. This supports children to develop a 'have a go' attitude and builds confidence in their own abilities. Staff use praise effectively to celebrate success which children recognise and enjoy.
- Senior leaders and staff comply with statutory duties and guidance. They work effectively with a range of partners to provide support to meet the complexity of children's needs. There is a need for senior leaders to further develop approaches to document children who meet the criteria for a co-ordinated support plan. This will further ensure that children and their families receive the correct levels of support.
- The headteacher monitors children's attendance regularly and works with families and partners to address any barriers that may exist. She has identified a cohort of children for targeted support in order to improve their attendance. Most recent attendance figures show signs of improvement, although there remains the need to improve attendance further for a few children.

- Targeted wellbeing interventions and PEF family support programmes, including 'Cuppa Connections', support families to come together and share in their child's learning. Teachers provide helpful support and signposting for parents through daily diaries and newsletters. These effective approaches are supporting families to feel included as important partners in their children's learning and development.

Raising attainment and achievement

- Overall, most children are making good progress, and a few children are making very good progress from prior levels of attainment in literacy, numeracy and health and wellbeing. A few children could be making better progress with their learning. Senior leaders can evidence the progress over time that children are making, using individualised learning plans and through progress reviews. Senior leaders should continue to develop their newly introduced achievement and attainment system. This will help them to show more clearly the small step progress all learners are making across the totality of their planned learning.
- In literacy, children are attaining and working within the appropriate Milestones and early and first levels of Curriculum for Excellence (CfE) as appropriate to their learning needs. Children are developing their communication skills well using a range of effective learning approaches. They use objects, symbols, signing and meaningful vocabulary to communicate and engage in appropriate conversations. Children recognise symbols, environmental print, letters and words and use these skills to develop their reading. Most children enjoy opportunities to use tools for writing and mark-make, write and type sentences and paragraphs to convey their ideas.
- In numeracy, children are attaining and working within the appropriate milestones and early and first levels of CfE as appropriate to their learning needs. Children use objects and symbols to follow visual timetables and use now and next boards to support transitions from one activity to another. Children recognise and write numbers and add and subtract using concrete materials. A few children carry out mental calculations using two-digit numbers.
- A few children are given relevant and meaningful opportunities to actively participate in community groups. This is developing their communication and social skills well. Children take part in their activities with a sense of pride. Senior leaders and staff should continue to review opportunities to ensure that all children have equity of opportunity to participate and develop their skills through contributing more fully to the life of the school. This will ensure that no child is at risk of missing out as a result of their personal circumstances.

Other information

Teachers should continue to develop relevant and meaningful progression pathways across all curriculum areas to support all learners. They should ensure all children reach the highest possible level of attainment within their capabilities.

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.