

# Summarised inspection findings

**Blackburn Primary School (primary school  
nursery class)**

**West Lothian Council**

**SEED No: 5505720**

**14 November 2017**

## Key contextual information

Blackburn Primary school and Hopefield Nursery are part of the Bathgate Academy cluster in West Lothian. They are led by the same headteacher and leadership team. The school has an autism resource (the ASD provision) comprising of two classes within the school catering for up to 12 children. Pinewood special school also occupies two classes within the school, although it is led and managed separately. At the time of the inspection, the school roll was 87 and the nursery roll was 57.

### 1.3 Leadership of change

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

- There is a clear commitment to the school's vision in terms of fostering a caring and supportive environment within the school and supported by the wider community. Partners help to contribute to the curriculum, adding value to children's experiences. The headteacher and principal teacher work very closely in making strategic decisions leading to improvement and change. As a result of their collegiate and inclusive approaches, impressive partnerships have been developed which benefit children and families. Staff are sensitive to the social and economic context of the school and its community. Senior leaders have worked hard to develop a culture where Hopefield Nursery and the Autistic Spectrum Disorder (ASD) resource combine well with the primary classes to establish a strong and inclusive school community. They have skilfully brought about improvement in all parts of the school and now need to focus on closing the poverty related attainment gap within the school.
- Improvement planning is well-embedded with appropriate priorities identified through self-evaluation. Moving forward, the cycle of improvement planning could be more closely aligned to the National Improvement Framework. Progress towards targets is tracked and this progress is reported in the standards and quality report to parents. Staff are increasingly taking on responsibilities as leaders and there are early signs of improvement in some areas in which they are taking the lead. There is scope to develop further the strong partnerships which exist by involving partners further through co-production and evaluation of the impact of joint work.
- Senior leaders have empowered and enabled staff to identify areas for improvement and supported them in professional learning opportunities. This is helping to promote a culture of distributed leadership across the teachers. In taking a strategic approach towards school improvement, leaders now need to make judicious choices regarding which strategies and developments will lead most effectively to improvements in areas of priority.

- Parents welcome the information they receive from the school and have confidence in the school staff and senior leaders. They are happy with how information is shared with them about children and school activities. They recognise the commitment of staff and appreciate the ways in which they can be involved in the life of the school.
- Children feel comfortable making suggestions and asking questions. Children have a good range of leadership opportunities in the school such as buddies, members of the Junior Road Safety Officers (JRSO) and school committees which are leading to improvements. Children were given role profiles for the post of secretary and chairperson of the committees. They had to apply, be interviewed and make a presentation for these roles. Children enjoy the opportunity to share ideas with children from other schools through, for example, the JRSOs coming together to tackle traffic issues in the local area. As a next step, children should be encouraged to identify the skills they are developing when taking part in leadership activities.
- The school uses a range of data to show the progress and improvement of individual children. There is a wide range of assessment information gathered to support teachers in making professional judgements about children's progress. This now needs to be used more robustly to evaluate children's progress through Curriculum for Excellence levels. Senior leaders and staff should develop further approaches to tracking and monitoring which provide a clearer picture of achievement and next steps in learning.

## 2.3 Learning, teaching and assessment

satisfactory

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 are friendly and welcoming. They are proud of their school and almost all are keen to learn. Most children are able to work independently, in pairs or in small groups. For a few, this is sometimes challenging. Staff skilfully manage children who require a bit more support to become ready to learn. Staff know the children and families very well. The whole staff works well together to create a very welcoming ethos where everyone is valued. Most children were motivated and engaged in their learning. However, in order to increase their independence, there needs to be more opportunities for children to take a lead in their learning.
- Overall, children benefit from effective learning and teaching. Staff plan engaging and positive experiences and use a range of assessment methods to capture aspects of children's progress. In a few lessons observed, there could be greater pace and challenge and sometimes tasks were not well enough matched to children's needs. In most classes, teachers provide clear instructions and explanations within lessons. Most teachers shared learning intentions and a few developed success criteria with the children.
- There were many examples of good teaching where teachers had planned exciting and imaginative lessons which engaged learners. There is scope for teachers to learn from each other to improve the consistency of high quality teaching. There were many examples of quality interactions and effective questioning which moved learners forward in their thinking. As a next step, the staff have agreed to focus on improving the quality of feedback as part of their collegiate work. Digital technologies are used to consolidate learning in a few areas of the curriculum and through literacy and numeracy based games.
- The school has made use of standardised assessments for a number of years. These help identify areas where children might need additional support or challenge. They also help teachers make professional judgements about children's progress. There is now a need to track and monitor more robustly using the National Benchmarks and pathways developed by the West Lothian Council. In leading this work, senior leaders need to support staff in order to improve the use of data across the school. Analysis of the information from the assessments needs to directly inform the learning and teaching focus, with clear differentiation, pace and challenge, where appropriate. Further moderation of children's work across the school will support staff in this process.
- There are some good examples of effective use of assessment. For example, mathematics recovery baseline information and re-assessments are showing early signs of impact. This same focussed approach needs to become part of the overall school's approach and plan

for effective use of assessment. This will in turn, inform the next steps in learning and teaching to meet the needs of all learners. Teachers are assessing children's work on a regular basis. However, the school would benefit by developing an assessment and moderation framework to have a more cohesive approach to assessment. This will help lead to improved consistency through increased opportunities for ongoing moderation. There is scope to develop further peer- and self-assessment. Where it is used well in a few lessons, it is improving children's understanding.

- Whilst teachers view positively their involvement in the peer observation of other teachers' practice, there is a need to identify further opportunities for moderation activities. This will help them gain confidence and build their capacity to identify when children should be achieving a level. Teachers are willing to share and learn from each other and welcome opportunities to lead developments across the school.
- Staff have been involved in some moderation activities within and beyond the school. These opportunities represent a good start. However, more frequent opportunities for moderation would help develop further teachers' understanding of national expectations and levels of achievement. The education authority led initiative to support a better understanding of assessment research and methodology, combined with planned teacher collaboration, have the potential to improve teachers' practice further.
- The headteacher and staff meet three times a year to track the progress of all children across the school. Although a variety of assessment information is used as part of the professional dialogue, there is a need for more rigour about predictions and targeted interventions, based on progress of learning through a level. There is also a need to track identified groups of children to ensure attainment gaps are fully addressed and raise attainment.
- Children need to be more involved in the planning process and where appropriate in leading their own learning. As part of a strategic overview to streamline tracking and monitoring senior leaders should ensure that planned interventions are reviewed to measure impact and inform next steps. They should also support staff in developing further their confidence in data analysis.

## 2.2 Curriculum: Learning Pathways

- The school places a high priority on meeting the needs of all learners. The curriculum experienced by children is broad and balanced and children receive the entitlements of Curriculum for Excellence. Staff recognise the context of the school and community and have taken steps to reflect this in the Blackburn Primary School curriculum. The contribution of partners and the community is acknowledged as significant in order to reflect its unique nature, prepare children for life after school and make best use of local resources and talents.
- The school recognises the contribution made to the children of Blackburn through the rich outdoor learning experiences which are available. The school has recently developed an outdoor classroom and sensory garden. This has the potential to inspire learners and provide rich contexts for learning. This resource was not used to any great extent during the inspection. The school has yet to develop a clear and progressive outdoor curriculum and teachers need to develop further their understanding of, and approaches to, outdoor learning. In this, and in a number of other areas of the curriculum, there is a need to develop skills progressively and more explicitly.
- The school recognises the need for improving staff confidence in the use of National Benchmarks to make more appropriate links between learning, teaching and assessment. The school plans to develop a more coherent and progressive approach to a number of areas of the curriculum including skills for work. The school is about to implement the progression pathways developed by the local authority. Increased confidence in using these will support transitions in learning which is particularly important when the school regularly has composite classes.

## 2.7 Partnerships: Impact on learners - Parental Engagement

- See below – choice QI

## 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

- Ensuring children's wellbeing is a strength of the school. The school's approaches are recognised by parents and partners as an important and significant positive influence on the lives of children and their families. Staff promote a climate where children feel safe and secure. Almost all staff model positive behaviours and relationships. Children feel that their views are listened to and have trusted adults they can talk to about worries or concerns. They are being given increased opportunities to be active participants in decisions made across the school.
- Children enjoy opportunities to take part in after school clubs with the walking club and food technology being among their favourite activities. Children talked about the skills they learned in preparing healthy food and recognised the health benefits of physical activity. The school is developing further the use of the outdoors to promote positive relationships and wellbeing. The school's breakfast club is very well attended with between 25 and 30 children attending in a typical day. The children can choose from a range of healthy breakfast options and take part in fun activities. This enables children get off to a positive start each school day.
- Overall, the headteacher and the staff are well aware of, and confident in, discharging their roles and responsibilities related to statutory duties.
- Support staff make an important contribution to the wellbeing of children both in classes and wider areas of the school including the playground. They encourage healthy activities and cooperative play between all members of the school community. They deal sensitively with children to help them resolve issues and build positive relationships.
- The school have worked well recently to embed practice and approaches which take account of the United Nations Convention on the Rights of the Child linking these to wellbeing indicators and Getting It Right for Every Child. The planned review of the health and wellbeing programme using the Curriculum for Excellence experiences, outcomes and benchmarks will help children and adults to assess and evaluate progress in relation to health and wellbeing outcomes. The school is currently making use of wellbeing indicators with staff and children and we talked about ways to extend this further.
- There are significant numbers of children in Blackburn Primary School with additional support needs and who require additional support. Staff effectively identify children's individual needs and any barriers to learning. The senior leaders have a clear overview of the needs of children across the school. They use pastoral notes and have clear

chronologies for children who require these. The school has effective strategies in place to help children overcome any barriers to learning. Individualised learning plans help to ensure that effective support is in place for children with additional support needs.

- This session, mindfulness is being taught to all classes. Children talked to inspectors about how this was helping them relax and develop coping strategies. This work is an important driver in the health and wellbeing curriculum. The principal teacher is sharing her knowledge and supporting the professional learning of other staff. The school has plans to develop further its approaches to nurture and mindfulness to allow all children to fully access the benefits of learning in Blackburn Primary School. In reviewing and updating its policies, the school should revisit its inclusion policy. In so doing, it should reflect its current thinking and practice in addition to recognising the central importance of the ASD provision and how this is embraced within the school. Whilst there is clear evidence of improvements in the achievement of children facing significant challenges, more work requires to be done to evidence improved attainment for all.

### 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, children across the school are making satisfactory progress in their learning in literacy and English language and numeracy and mathematics. According to the information provided by the school, the majority of children are on track to achieve the appropriate level in reading and mathematics and a minority in writing across the school. Currently, across the school, a minority of children are attaining at nationally expected attainment levels. Some have made good progress in particular areas of learning, but this is too variable. There is evidence to show the positive impact of a mathematics recovery programme on children's attainment. This focused work is highly valued by senior leaders and staff. Children told us that they really enjoyed this way of learning their mathematics and they felt proud of the progress they made and their success. In reviewing this programme, the school need to be clear about the gains made, the reasons for success, the transferability to other areas of the curriculum and any unintended consequences. Moving forward, staff need to use the council's progression pathways as part of their planning, learning and teaching and assessment processes, as well as improving the school's approach to tracking and monitoring children's progress. As planned, there needs to be further opportunities for outdoor learning to be used as a powerful context for both literacy and numeracy.

#### Overall progress in Literacy:

##### Listening and talking

- Across the school, most children listen and respond well to adults and each other in a respectful way. Overall children were enthusiastic to contribute and share their thoughts and ideas. At the early stages, almost all children listen well to the information given by staff and respond to instructions given. They are keen to contribute in group and class discussions led or supported by an adult. Across the first and second level, the majority of children are making good progress in contributing their ideas. There are opportunities for children to respond to others' ideas during class discussions, facilitated by the teacher. When having group discussions independently, some children need further support to ensure that they listen and respect the views of others.

##### Reading

- Across the early stages, children are beginning to recognise initial sounds and know the difference between letters and numbers. They are learning tricky words and are able to use pictures cues to support early reading. Songs and rhymes are used effectively to engage and motivate children. Children working within first and second level of Curriculum for Excellence are able to explain the differences between fiction and non-fiction, give some examples of known authors and understand character and setting within texts. Children

across the school need further support in reading aloud with increased fluency and accuracy. The school have recently registered for the First Minister's Reading Challenge. This is an opportunity for the school to raise the profile of reading and literacy across the school and community, through collaborative working and through the development of literacy rich environments, both indoors and outside.

## **Writing**

- The school have recently introduced a writing programme throughout classes. All teachers are using this programme which has strategies supporting children to make better use of vocabulary, connectives, openers and punctuation. Teachers need to ensure that the progress within writing is tracked through the writing progression pathway, to support next steps in learning and monitor progress. Staff use a consistent approach for feedback through the use of 'tickled pink' and 'green for growth'. The use of visual feedback would be useful for children who are finding reading more challenging, to ensure understanding and encourage independence. At the early stages, children are aware of initial sounds and some tricky words and are practising letter formation through a variety of active learning approaches. At first and second level, children are involved in using a variety of approaches to plan their writing. However, further differentiation is needed to meet the needs of all learners. Children across the school would benefit from more opportunities to write on a weekly basis.

## **Overall progress in numeracy**

- At all stages, less than half of the children achieve appropriate levels of attainment in mathematics and numeracy. School leaders and teachers should plan how the use of progression pathways and National Benchmarks will support them in improving children's progress. Through analysis of standardised data and a particular focus on improving children's mental mathematics within the early and middle stages, there have been early signs of improvements, which should be built upon. Children are beginning to be able to talk about the strategies they are using and almost all are enthusiastic and motivated by the active learning approaches used. Overall, there needs to be more opportunities for outdoor learning and relating numeracy and mathematics to real life contexts.

## **Number, money, measure**

- Children within early level are developing confidence in working with numbers up to ten. They are able to count forwards and backwards to 20 and read an analogue time for o'clock. The majority of children working near the end of first level are able to round two digit numbers to the nearest ten and three digits to the nearest 100. They are confident in telling the time and most are able to work between 12 and 24 hour times. At second level, the majority of children are beginning to talk about strategies they are using to make calculations. Almost all are able to multiply decimal fractions to two decimal places by a single digit and convert simple fractions to percentages.

## **Shape, position and movement**

- Most children at the early stage can identify 2D shapes and can create a picture with one line of symmetry. Within first level, most children are able to use compass bearings, identify right angles in shapes, and name 3D objects. Most children within second level are able to use terms such as acute, obtuse, straight and reflex when describing angles.

## **Information Handling**

- Within early level, children are able to interpret simple bar graphs can understand the terms least and most. In the upper stages children are able to gather information through a survey, tally the data and analyse the information.

## **Attainment over time**

- The nature of the school and small numbers of children at a number of stages make it difficult to identify trends over time. There is scope to revisit approaches to showing evidence of improvement.

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

- Children's achievements are celebrated well at assemblies, in newsletters and on the school website and on social media. Children gain a range of skills through their participation in the John Muir Award. Last session, children in P5-P7 took part in the John Muir Award with around 40% achieving at Discovery Level and others achieving at Participation Level. Through their involvement, all children gained a better understanding of nature and conservation whilst developing a range of skills. Through their performances at the school shows, children are able to develop their self-esteem and personal interests. Children benefit from participation in a range of after-school and lunchtime clubs including scripture union, hill walking, arts and crafts and jewellery making.
- Through a range of opportunities such as the eco-committee, health committee, rights respecting school committee and acting as buddies for younger ones, children are developing their leadership skills. There is scope now for children to take on further opportunities for leading within the school. Older children benefit from a residential visit to a centre providing structured outdoor learning experiences. They improve their self-confidence and develop their communication and team building skills.

## **Equity for all learners**

- The school monitors children's involvement in clubs with a view to ensuring children do not miss out. Staff know the children and families very well and based on this knowledge respond and promote opportunities based on individual's needs. While the progress of individual children is tracked, there is further work to be done in terms of tracking the attainment of different groups of learners related to needs and backgrounds.
- The school has a clear overview of those children who require additional support to overcome barriers to their learning. Senior leaders and staff have a good knowledge of individual children and groups within the school. Whilst a wide range of strategies to provide support has been adopted, staff have not yet clearly evaluated the impact of these interventions. The school should also revisit and refine their understanding of gaps in children's learning, taking into account the context of the school.
- Parents, pupils and staff were consulted on the best use of Pupil Equity Funding. As a result, within the school, additional staff will be used to provide support to groups of children. Teachers are taking part in the Tapestry Project to improve teacher practice through career-long professional learning and professional dialogue. A number of new strategies are being introduced to improve literacy including a parent and child reading for enjoyment project. A bedtime reading initiative is being targeted at the early level.

## School choice of QI : 2.7 Partnerships

- **The development and promotion of partnerships**
- **Collaborative learning and improvement**
- **Impact on learners**

- The school has very strong partnership approaches which have developed well over time. The headteacher, principal teacher and staff have created an environment where partners feel valued, welcome and included.
- The wide range of partners who met with inspectors expressed strongly the mutual trust and respect which underpins the partnership working. There are good examples of where these partnerships have improved outcomes for learners. For example, through the involvement of Community Action Blackburn, which allows children and young people to have a say in improving their community and Blackburn Local Employment Scheme which is helping to develop children's skills for learning, life and work. In developing the partnerships further, feedback from a few partners suggests they would welcome greater opportunities to evaluate the impact of their partnership work on children.
- Overall, parents are very happy with the communication from the school and the ways in which they are involved. They are positive in their view of the school providing a safe environment where children are treated fairly and with respect. The Smiley Milers project has been valued highly by parents and children for promoting positive changes to diet and exercise. Parents of children in the base are pleased with the opportunities to be involved in discussions about their children through, for example, being invited to meetings to discuss their child's support plan. The Parent Council supports the school through organising a range of events and social activities.

## Quality of provision of Special Unit (contributes to school evaluations)

### Context

The specialist unit within Blackburn Primary School provides education for children with autistic spectrum disorder. At the time of the inspection there were 12 children within the provision, representing P1 to P7, with most being in the upper stages.

### Leadership of change

- Senior leaders have successfully led the introduction and development of the ASD provision within Blackburn Primary School. They have a clear vision for the provision and should continue to develop a shared understanding of this across the school community. Inclusive approaches are central to meeting these aims. As a result of staff changes, the school should ensure that the school community know what inclusion means within the context of Blackburn Primary School. As planned, the school should review its inclusion policy, to ensure it reflects their vision for the ASD resource and the school as a whole.
- All staff are actively involved in self-evaluation processes. The school improvement priorities appropriately target literacy, numeracy and health and wellbeing and include the ASD classes. To ensure high quality learning experiences and improved outcomes for children within the resource, more account needs to be taken of the specific needs of these children. A comprehensive, ASD specific, self-evaluation toolkit has been developed by senior leaders. The planned implementation of this by the ASD staff team will help identify specific development needs and inform an appropriate pace for change.
- Staff are provided with leadership opportunities and feel confident to initiate change. For example, the ASD teachers are leading the introduction of a whole-school based teacher learning community as part of the Tapestry Project. The school makes effective use of the specialist ASD support service provided by West Lothian Council. This has led to staff receiving relevant professional development and opportunities to collaborate and share practice with similar provisions across the authority. As a result, staff have identified areas for improvement within their own school and are taking positive action to address them.
- Staff have developed positive relationships with parents. All parents who attended the parent focus group, representing half of the children within the resource, felt well-informed and supported by the school. The use of a range of communication strategies, such as daily home-school diaries, review meetings, newsletters and the school website is resulting in parents feeling well informed about their child's progress. Parents feel part of the Blackburn Primary School community and feel their views are not only sought, but acted upon.
- All children within the ASD resource are included in whole school activities such as assemblies, sports days and social events. The majority of children contribute to leadership activities through their participation in school committees, such as the Eco and Rights Respecting School groups. An alternative ASD class Eco group provides children unable to participate in whole school activities with an opportunity to take responsibility for a specific project.

### Learning, teaching and assessment

- Children benefit from the warm, nurturing ethos evident within the ASD classes. All staff have a good understanding of each child's individual needs and work effectively as a team to meet these. Children are motivated and engaged in a variety of learning activities.

Appropriately differentiated tasks are provided through the use of individualised learning programmes. The pace of learning is good and there is an effective balance between teacher-led and independent tasks. The introduction of individual work stations is enabling children to become more independent in their learning and this should continue to be developed. As children demonstrate confidence in using these work stations staff should increase the level of challenge within tasks set. A few children learn within the school's mainstream classes for literacy and numeracy. Inclusive pathways for children should continue to be developed across all curricular areas as appropriate to individual need. Children are encouraged to explore the world of work and make connections with the skills they are learning in school and specific jobs. For example, children researched how gardeners, chefs and bankers used mathematics in their work.

- Good use is made of a range of learning environments, both within the school and in the wider community. For example, children benefit from regular use of the sensory room and real life experiences such as shopping. The school's new sensory garden and outdoor classrooms provide ideal learning environments to support all areas of the curriculum. There is scope to develop their use further.
- Learning intentions and success criteria are used consistently to support learning. These are appropriately tailored to meet the needs of each learner and the use of visual prompts enables children to recognise their achievements. Children have regular opportunities to evaluate their learning and this is shared with parents on a weekly basis. Children should be encouraged to identify their own success criteria.
- Digital learning is used effectively to support and enhance learning. For example, children can confidently use a tablet to record their version of a picture story and use a laptop to undertake research on a given topic.
- Staff use a range of assessments and observations to evaluate children's progress. Comprehensive plans are in place for each child, developed with key partners where appropriate. These plans identify clearly each child's additional support needs. Regular reviews of targets set within these enable staff to monitor progress. There is a lack of clarity as to how these assessments and individual targets relate to progress through Curriculum for Excellence levels. A more coherent approach to planning learning and tracking progress is needed. This would enable a more systematic tracking of attainment.

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

- The ASD provision provides an environment where children are treated with dignity and respect. All staff demonstrate a commitment to children's wellbeing and development and this is improving outcomes for children. Staff have built effective relationships with parents and, as a result, know the children and their families well. Pastoral care needs are managed sensitively. Individualised transition programmes have enabled children new to the school to settle quickly. Throughout inspection activities all ASD children were observed to be calm and engaged.
- All children have opportunities to learn about healthy lifestyles. For example, children are actively involved in food technology activities where they learn about healthy eating. They benefit from two hours of physical education and a block of swimming lessons. Children's plans take appropriate account of the wellbeing indicators. They are aware of ways to keep themselves safe. For example, practising how to cross the road safely while visiting the local shop, understanding 'stranger danger'.

- School leaders and staff take due account of the legislative framework relating to children's wellbeing and additional support needs.

### **Raising attainment and achievement**

- From the school's attainment information, the majority of children are making progress towards the first level of Curriculum for Excellence in literacy and numeracy and some are working within the early level in literacy and numeracy. Although records of children's progress are maintained over time, attainment evidence is disjointed. Streamlining approaches to tracking attainment in literacy and numeracy would better inform children's progress through Curriculum for Excellence levels.
- Children's achievements are recognised and displayed. Children participate in whole school assemblies, some on a more regular basis. Almost all children have achieved participation level of the John Muir Award as a result of their involvement in environmental education activities. Some children are able to access after school clubs and activities. Opportunities to participate in activities should continue to be developed and participation tracked more systematically. The school should continue to provide a range of opportunities for children to achieve.
- The school ensures equality of opportunity by ensuring that ASD children have access to the same range of opportunities as their mainstream peers. For example, attending residential camp and participating in the John Muir Award scheme. A few children are included in mainstream classes for literacy and numeracy and actively engage in the specific interventions being used to raise attainment. Assessments used to measure the impact of these interventions show early signs of 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.

## **Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330  
**E** enquiries@educationscotland.gsi.gov.uk

[www.education.gov.scot](http://www.education.gov.scot)

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