

Summarised inspection findings

Mid Calder Primary School

West Lothian Council

30 April 2019

Key contextual information

At the time of inspection the school roll at Mid Calder Primary School was 226 children, with nine classes in the primary stages.

In the years preceding the inspection, the school had undergone significant changes of leadership. The headteacher took up post just under a year before the inspection.

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

- Following a period of change in the school, the headteacher took up post just under a year before the inspection and has led the school very effectively since then. Prior to her arrival, there was an established vision in place, along with school values and aims. The headteacher has supported the school community to take forward a clear shared vision and direction of continuous improvement, through a very well planned pace of change. Children and stakeholders have a good understanding of the vision for the school.
- The headteacher leads by example, has high expectations for all, based on the importance of wellbeing of children and staff. She is respected by the whole school community and knows the strengths and areas for improvement across the school very well. She has very successfully built up a culture of empowerment for staff to take ownership of leadership of change and improvements for the school, all of which are resulting in improved outcomes for learners.
- The acting depute headteacher and newly appointed senior leaders support the headteacher very well. Together, the senior leadership team work very well together, highly valuing contributions of all stakeholders, supporting the strong commitment to continuously improving learning experiences. Senior leaders model the school values and standards as they fulfil their roles and responsibilities.
- The school improvement plan takes account of the vision and values as well as national priorities. The plan identifies key school priorities – raising attainment, with a particularly focus on literacy and numeracy; and a strong focus on health and wellbeing, which includes mental health. There are signs of impacts on learning through, for example, a targeted approach to literacy, resulting in improvements in writing. The school uses creative and innovative approaches to illustrate school improvements, for example their 'School Improvement Wall', along with very good use of social media, to share their improvement journey and successes with stakeholders.
- As a result of very strong leadership from the headteacher, supported by the wider leadership team, there is a culture of collaborative leadership at all levels throughout the school. Staff are now empowered in deciding the priorities for improvement, based on evidence from collective self-evaluative activities. Staff all take on responsibility for change across the school. All

members of teaching staff are involved in working groups linked to school improvement, taking an active role in a variety of collaborative leadership opportunities across the school. Examples include in leading digital literacy, numeracy, health and wellbeing including mental health and outdoor learning. All of the working groups are resulting in improvements for learners. Time is protected for professional dialogue, collegiate learning and self-evaluation. Support staff are involved in taking forward changes, for example to breaktime routines, resulting in more positive experiences for learners. As senior leaders have identified, their next step is to continue to extend collaborative leadership activities, including reviewing impact of actions, on an on-going basis.

- Staff are outward looking and use research to support improvements, for example through digital literacy and numeracy. Staff share their learning with colleagues across schools and sectors in the local authority and are developing partnerships across the Regional Improvement Collaborative. As planned by senior leaders, practitioner enquiry and research could be developed further, for example, through a collaborative action research approach or other methodologies. All of this should support improvements in aiming for consistently high quality of teaching and learning.
- Staff value the importance of Professional Review and Development, which is based on the General Teaching Council for Scotland professional standards. As a result of formal reviews, along with individual discussions, senior leaders facilitate change with staff and are proactive in supporting a wide variety of opportunities for career long professional learning, including leadership development of staff. This includes, for example, shadowing opportunities within and outwith the school, for staff who are keen to develop their careers and improve the school further.
- Parents are involved in school improvement through strong partnerships with a supportive parental community. The headteacher regularly seeks views of parents, though, for example surveys on homework, or views of the school. Communication was previously identified as an issue. The headteacher has responded to this with updated information on the school blog, social media twitter feeds, newsletters, along with extended use of group texts and more regular updates. Parents support the school improvement journey through formal parent council links, feedback on children's learning which is sent home for comment, and through the successful 'Bring our Adults to School' sessions. The school benefits from a very supportive parent council along with a parent school association, whose many fund-raising activities result in additional improvements to the school, for example playground developments.
- Children have a very strong voice in the school through, for example the Junior Leadership team, active learner participation and use of 'How good is OUR school?'. Examples of junior leadership groups include the work of the digital technical troopers, pupil council, bookworm leaders, Fairtrade ambassadors and Junior Road Safety officers. All leadership groups share their successes and achievements in a variety of ways, including through regular school assemblies. Children feel they have a strong voice within the school and that adults actively seek their views and opinions. Children are keen to share their improvements with a wider audience, for example by writing their own blogs. As senior leaders are aware, there is potential for the impact of children's leadership roles to be outlined more clearly.
- The school is well supported by partners within and outwith the Mid Calder community. Partners report the continued strong relationships with the school, for example the links with the variety of allied health professionals in supporting improvements for children and staff. There is potential for partners to be involved further in evaluative activities in relation to school improvement, for example through health and wellbeing.

- Senior leaders and staff are aware of the socio-economic culture and context of their school. Steps have been taken to consider best use of additional pupil equity funding (PEF), for example with the focus on literacy. The school should now develop further and utilise staff skills in gathering and analysing information of impacts of additionality and interventions.

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

- There are positive relationships between staff, children and their peers across the school. Children confidently share and discuss their learning with visitors to the school. There is a strong nurturing ethos throughout the school where children appear happy in the environment. Whilst pre-inspection questionnaires indicated a significant minority of children reported perceptions in relation to aspects of behaviour and bullying in the school, this was not evident through inspection activities. During the inspection children were seen to be behaving well. The headteacher has taken seriously the perceptions of children in relation to behaviour and alleged bullying. She has also taken steps to improve the layout of the school, amending school breaktimes, addressing concerns through school assemblies, and continuing to place mental health and wellbeing as being at the heart of everything. Our observations reflected the shared commitment to the importance of wellbeing sitting at the heart of the ethos of the school.
- Children are enthusiastic and keen to learn. In most lessons there is appropriate challenge for learners. There are examples where learning is very stimulating, purposeful and children are extremely motivated by interesting learning opportunities, which are well-matched to their needs. In these examples, children are clear of the purpose of learning and how they can achieve success, or improve on their learning. Steps should now be taken to share this best practice across the school to ensure consistency in learning and teaching.
- Staff provide well-organised learning environments. Children's work is displayed well across the school. In the best examples, learning walls show children's participation in planning learning, applying skills and evaluating progress. In most classes, displays provide examples to support children's understanding of what success looks like.
- Staff provide clear and helpful explanations and instructions during teaching which supports children's learning. In the best examples, children are encouraged to consider how the skills they are focusing on relate to the world of work. There are many examples of quality feedback being used to support children in improving their learning.
- Teachers use questioning effectively to check understanding and build on prior learning. In the best examples, children are given opportunities to exercise choice in their learning and engage in tasks, which encourage creativity and critical thinking. Consideration should be given to developing further opportunities to enable children to lead their learning. This would allow them to develop greater independence and deepen their understanding of the purpose of their learning.
- Commendably, there is a strong culture of digital literacy throughout the school. Teachers use digital literacy as a context across all areas of the curriculum. Digital technologies are used

very effectively to enhance learning at all stages. This results in children who are confident in sharing learning, including through the use of matrix barcodes, or virtual reality headsets, where learning experiences are made relevant and in context. Older children act as technical troopers to support digital literacy across the school. The school has achieved a digital schools award, which children are proud of. Children are keen to share their digital literacy learning even further, through for example, writing blogs themselves.

- Teachers across the school are at various stages of engaging children in learning conversations or to reflect on their progress, as individuals and in groups. Children speak confidently about how learning conversations and helpful feedback from teachers supports them in to know what they have learned and what they need to improve.
- Overall, teachers make good use of a range of assessment information from daily observations of learning, pupil work and summative assessments. Teachers use this information well to plan next steps for learners. Staff are beginning to consider assessment being used in a more holistic way. Older children are skilled in self and peer assessing, particularly in writing. The school should develop this practice further to support improving the quality of pupil evaluations or feedback to their peers.
- Teachers plan lessons well across the curriculum based on the experiences and outcomes at appropriate levels. Forward planning follows a consistent format throughout the school, with colleagues planning together across a level, using the benchmarks. Approaches to planning should continue to be reviewed to ensure an appropriate pace of learning for all children. Children are involved in planning aspects of their learning, for example, within interdisciplinary learning contexts. This helps motivate children in their learning and supports them in asking questions to further their thinking.
- Teachers regularly discuss tracking information with members of the senior leadership team. Progress is tracked against teachers' predictions for attainment. Appropriate support and interventions are identified to address any concerns regarding children's progress. Staff are becoming increasingly confident in using the benchmarks to support assessment and moderation of standards and expectations across curricular areas. There are many examples of shared level planning, moderation within and outwith school and developing awareness of holistic assessments. We agree with senior leaders that continued developments in assessment, and a shared understanding of the moderation cycle and model for assessment, should support their aim for consistently high quality learning and teaching across the school.

2.2 Curriculum: Learning pathways

- The curriculum rationale reflects the school context. Staff use the West Lothian progression pathways in all curriculum areas to ensure good progression in learning. Opportunities are available in a few classes for children to be involved in decisions about what they are learning and link learning to real life experiences. This is not yet consistent across the school. Senior staff should ensure that good practice is shared with all staff to raise the attainment of every learner. Children learn within a wide range of relevant and enjoyable contexts. This has created opportunities for children to link learning across curriculum areas. Staff are aware that they should now continue with plans to develop approaches to refresh the curriculum rationale to better reflect the context of the school. As they continue to develop the curriculum, staff should expand opportunities for outdoor learning across all stages.
- Staff are working with children on exploring strategies to manage emotions. This is enabling children to understand their feelings, emotions and how to deal with issues that may impact on their readiness to learn. Staff report that there has been an improvement in behaviour, particularly in the playground.
- Recently introduced play-based methodology in primary one is giving staff an opportunity to plan and discuss learning across early level. Children benefit from opportunities to learn about skills required in a range of careers and professions and in a few classes, they talk confidently about life and work skills. The Career Education Standard is being developed and children can talk about a range of careers that they feel are achievable. Staff should extend this work to help children gain a better understanding of skills for learning, life and work.
- Children are developing an impressive range of skills using digital technology. Through a progressive curriculum programme, skills are developed through discrete teaching and learning. In addition, they are using a range of software and technologies across digital learning to enhance literacy and numeracy skills. In their role as digital 'Technology Troopers' older children mentor and assist younger children to develop digital technology skills. The application of these skills in context is part of children's cross-curricular learning.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher and staff know families very well and provide well-judged support to children and families. There are strong partnerships with the Parent Council and Parent School Association; including many fund-raising activities supporting the school, for example the planned developments of the school playground. Parents receive regular surveys regarding aspects of school life. The school is undertaking a review of the consistency and expectations of homework, through consultation with parents. We agree with school leaders of the need to continue to engage with parents around the development of the school aims and review their own curriculum rationale for the unique context of Mid Calder Primary School.
- Parents report that communication has improved as a result of the feedback given in the parent survey. Parents appreciate the blogs and the use of social media, which gives them information about their children's learning and successes. Children take learning home for parents to review and comment upon. The recent "Bring our Adults to School" sessions have been very successful. Plans are in place to continue with class based sharing of learning opportunities. The headteacher plans to build on these successes to involve parents further with their children's learning and to consider opportunities where parents are unable to attend during the school day.
- The school enjoys positive partnership working with many parents and partners, who are very much involved in sharing their skills with children throughout the school, to support aspects of the curriculum. A variety of local and national community partners work closely with the school, including, for example, Adoption Scotland, NSPCC and SSPCA.

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

- There is a positive, nurturing ethos in Mid Calder Primary School. Ensuring children's wellbeing is a major strength of the school. The headteacher and all staff demonstrate a strong commitment to creating a place where all children feel safe and valued. There is clear reference to the United Nations Convention of the Rights of the Child in all classes and this work is visible across the school through class charters and displayed behaviours. They benefit from warm and caring relationships with staff, which supports respect amongst the school community. They have a detailed knowledge of individual children and the potential challenges they may face. From pre-inspection questionnaires, most children feel confident that staff support and address issues that are affecting aspects of their wellbeing and can talk to a key adult if they are worried or upset. Almost all parents feel children are treated fairly and with respect. During the course of inspection, children were confident in sharing any concerns or worries with members of staff.
- Wellbeing is at the heart of the school. Senior leaders ensure that all adults have a shared understanding of their role and responsibility for the wellbeing of children. The appropriate focus on wellbeing is supported through curriculum pathways and class lessons. The calm, purposeful ethos in classes and around the school helps to ensure that children enjoy learning and engage well with one another. This supportive culture gives children confidence to talk about issues affecting them and, with the support of staff, to take action to address any concerns they may have. Staff know their community well and recognise and respond to the needs of children and their families.
- Almost all children have a good understanding of the wellbeing indicators and how these impact on their learning. Teachers use 'wellbeing self-reporting' forms throughout the session to allow children to reflect on their own wellbeing in order to identify areas for improvement. Children in P7 discussed with their teacher new extra-curricular activities following feedback from their assessments.
- Staff undertake professional learning, which supports them very well to understand children's individual needs. This is helping increase their understanding of what interventions would prove most effective in supporting children to overcome barriers to their learning. Professional learning undertaken to develop staffs understanding of approaches to emotional development are impacting positively on children's resilience. As a result, almost all children use and understand a shared language to discuss emotional wellbeing. All staff are eager to take on board professional learning in how they can better meet children's needs.

- There is a wide range of opportunities for children to be active participants in the life of the school and express their views in a school group or committee or develop leadership skills through taking on a position of responsibility. The use of the Junior Leadership Teams enables children to lead on key aspects of learning. They discuss how they can influence and lead changes in the life of their school community. They make the links between a rights-based approach, the curriculum, leadership opportunities and wellbeing Indicators.
- Senior leaders provide a clear overview of children's needs across the school. They review these regularly and use this information very well to deploy support staff. This ensures children receive the support they need, when they need it. Support staff work effectively with children in class, individually and in groups to overcome any difficulties they are experiencing in their learning. The role of support for learning is key to enabling staff to take an increased lead in ensuring that children are supported effectively. Senior leaders should continue with plans to develop this role in order to maximise the impact on children and families.
- The senior leadership team are aware of their roles and responsibilities related to statutory duties. The school has effective procedures in place to identify the additional support that individual children may require. Children who require a Child's Plan have one in place. These plans are appropriate, and reviewed regularly with parents and partners. The headteacher monitors attendance and punctuality regularly and is proactive in dealing with and monitoring any issues that may arise.
- The main duties under the Act, to ensure those entitled to a free school meal are not openly identified, there is access to free drinking water throughout the day and the school meal service is promoted to parents and children, are met.
- The nutritional analysis of the three-week menu cycle shows that there is still further work required to fully meet the required standards. Children reported through their pre-inspection questionnaires and to members of the inspection team aspects in relation to health and hygiene. These aspects were followed up during the inspection. The role of junior leadership teams in sharing concerns with senior leaders should continue to be developed.
- Almost all learners are included, engaged and involved in the life of the school. There have been no exclusion over the last two sessions. Staff listen to the views of children and act upon feedback given. Almost all staff feel that colleagues treat each other with respect. Teachers encourage and support children through a variety of approaches which meet their needs well. They make good use of a wide range of resources to enable classes to be fully inclusive.
- Staff use the curriculum and assemblies well to promote and celebrate diversity and equalities. Children in P3 share their work on equalities with the whole school. They describe how issues relating to equality exist across the community with a particular focus on gender issues. As identified, diversity is an area which should be developed further across a variety of learning contexts.
- Staff are increasingly confident in identifying barriers to learning and adapting interventions to meet individual children's needs making effective use of the local authority's 'assessment of wellbeing' forms. Where more targeted intervention is required, children have individualised educational programmes which feature plans to address the main barriers which the child is facing. They discuss targets with parents and review these regularly against agreed

timescales. All teachers are involved in monitoring interventions regularly to ensure these are impacting on children's progress.

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

Overall Attainment in numeracy and literacy

- Overall attainment in literacy and numeracy is good across the school. Most pupils attain national standards. A few children at each stage exceed the national levels. Staff professional judgement indicates that attainment will rise this session. Through inspection activities, we agree with the school's prediction. Staff have taken part in range of professional learning linked to school priority of raising attainment.

Attainment in literacy

Listening and talking

- Most children listen well and respond to each other in a respectful and polite manner. They are developing appropriate skills and articulate their ideas clearly and confidently. At early level they can ask and answer questions about written and audio text to show understanding and successfully follow instruction related to their learning. They also listen to stories and sequence events. Across first and second level, most children contribute their ideas and opinions confidently to one another in class discussions and to adults when appropriate. At second level children use debating skills. Staff should continue to provide structured planned opportunities in listening and talking to allow children to develop further confidence and independence when talking in groups.

Reading

- Children engage well with a range of stimulating texts across learning and are selecting texts for their personal reading. At early level almost all children are developing knowledge and application of phonics and identify sounds in their names. They contribute confidently to discussion about events, ideas and characters relevant to the texts. Children working at first level can read aloud familiar and unfamiliar texts with fluency, understanding and expression. They ask and answer a range of questions and are developing comprehension skills. They respond to literal and inferential questions and identify key ideas within spoken texts. Children working within second level know why they prefer particular authors and make relevant comments about structure, characterisation and setting. They provide thoughtful personal responses to chosen texts and justify these with supporting evidence.

Writing

- Children are motivated and positive about writing. Children at early level are developing confidence to write purposefully with an appropriate level of independence. By the end of first level most children create a range of short and extended texts using appropriate punctuation. Most children at second level use appropriate style and format to convey information effectively. They have many opportunities to develop writing skills across the curriculum.

Across the school, children's writing benefits from feedback through formative assessment and peer assessment. There is variation in expectations of standards, particularly in presentation. More consistency on what they do well and what they need to do to improve their writing would benefit children. Staff should continue to provide opportunities for independent writing at all stages.

Attainment in mathematics and numeracy

- Overall most children are making good progress in mathematics and numeracy. Attainment in mathematics and numeracy has been identified as an improvement priority. Most children feel challenged in their work and talk confidently about their learning. Current practice in numeracy is providing children with good opportunities to develop numeracy and mathematical skills across learning. Identifying challenge in their next steps is having a positive impact on their progress and understanding of mathematics and numeracy.
- Children working at early level link the value of numbers to different collections of objects. They are developing skills of ordering numbers within twenty. Children working within first level would benefit from opportunities to expand their understanding and skills in solving problems. The majority of children use mathematical language in a way, which demonstrates understanding of the concepts being learned.
- Children working within first level order two and three digit numbers. In their challenge choice activity, they identify place value of digits in four digit numbers. In worked examples, children demonstrate a variety of different methods to tackle addition and subtraction sums. They identify place value of two and three digits in a sum with hundreds, tens and units. They are learning to use symbols to complete number stories.
- Children working within second level recognise numbers to hundred thousands. They multiply hundreds, tens and units and display confidence in finding factors of a number. They demonstrate knowledge of the strategies required to solve computation sums. They plan journeys using timetables with 12 hour and 24 hour times. They have explored the relationship between fractions, decimals and percentages. In focussed discussion, a few children displayed understanding of chance and probability.

Shape position and movement

- Children working at early and first levels recognise circles, squares and cubes. They can sort and describe various two-dimensional shapes according to properties and categorise the shapes and objects according to surfaces such as flat, round, straight. Children use directional language such as front, back, above, below, backwards and forwards.
- At second level, most children use specific mathematical vocabulary such as diagonal, radius and circumference to describe three-dimensional objects. Children have knowledge of angles and recognise acute and obtuse angles. They measure and draw angles and link this to compass points. At first and second level children understand scale in relation to maps and plans.

Information handling

- At early and first levels children display information on simple bar graphs or tables. At second level, children investigate most appropriate ways of collecting data and displaying this information to give accurate findings. This is linked to their activities on chance and probability. Children are benefitting from the very good digital learning experiences, which are developing digital literacy skills across the school. At first and second level they are

developing skills in manipulating and recording information using digital resources across the curriculum.

Attainment over time

- Overall, almost all children are making good progress from prior levels of attainment. The school's own data shows that most children's attainment has increased steadily over time and identified gaps have been addressed by focussed intervention. Children's progress is tracked rigorously by the senior leadership team. The headteacher displays a sound awareness of how this data should be used to support and challenge individual teacher's professional judgements during regular planned tracking and attainment meetings. As staff confidence has grown there has been increased consistency in approaches to joint planning and evaluation of learning. Targeted interventions are having a positive impact on attainment.

Overall Quality of Learner's achievement

- All staff know children and families very well and Mid Calder Primary School offers children many wide-ranging opportunities for personal achievement. Individual achievement is displayed and celebrated at assemblies. Children who receive instrumental instruction celebrate their recent success at a local music festival. Throughout the school, learners experience a wide range of opportunities to help them develop confidence and self-esteem, encouraging them to develop their personal interests. Recent work on emotions and resilience has had a very positive impact on children's behaviour and self-confidence. Learners develop leadership skills through a range of responsibilities in the school. All children are involved in junior leadership teams, developing leadership and communication skills. Tracking skills development across the four capacities would allow school leaders to identify children in danger of missing out on opportunities for achievement. Children reported that they would welcome the re-introduction of extra-curricular activities or opportunities.
- Children are gaining very high quality digital learning skills. They use apply their skills in a progressive way across the curriculum, for example accessing Glow to develop forms and questionnaires for others, or using matrix barcodes to share their learning with others.

Equity for all learners

- Sensitive interventions and nurturing principles are evident across the school. Additional supports are focussed appropriately on a few identified learners who have barriers to learning. The school maintains detailed tracking records of the progress of children.
- Residential trips for children from Primary 4 onwards helps them to develop skills such as team working and outdoor learning. No child misses out on this opportunity due to poverty. Pupil Equity Funding (PEF) has enabled the headteacher to provide additional literacy support for identified children who may have barriers to learning. This support is beginning to have a positive impact on the attainment of these children. As identified, senior leaders should continue to monitor the impacts of interventions and review as appropriate.

Choice of QI: 2.4 Personalised Support

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children and young people in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children and young people are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

- universal support
- targeted support
- removal of barriers to learning

- Staff provide a caring, safe environment in which almost all children are motivated to learn. All staff know children and their families well, and are responsive to their needs. Regular continuous professional development opportunities, in nurture, dyslexia and emotional wellbeing are supporting all staff to understand and support the needs of children. Teachers work collaboratively with the Support for Learning teacher to discuss specific needs of children and to help identify appropriate interventions. Approaches to supporting children to improve their emotional wellbeing are very effective in giving the school community a shared language to discuss this.
- Children confidently discuss their learning with a key adult and describe their next steps. There is scope for this practice to be formalised and teachers should continue to explore ways to ensure that children are aware of their progress and use this to evaluate and identify learning targets and next steps. In the best practice, teachers plan learning experiences which allow for appropriate challenge for all children. As identified, teachers should now reflect more on ensuring challenge for all children across all classes.
- All class teachers have regular opportunities to discuss children's progress with senior leaders and with colleagues. Staff provide a wide range of interventions in the key areas of literacy, numeracy and health and wellbeing. Specific curricular programmes also support behaviour and wellbeing. Senior leaders monitor, track and regularly review the progress of all children with additional support needs. As discussed, senior leaders and teachers should continue to formally track the impact of the different interventions. This will ensure that there is clear evidence of impact on children.
- Pupil Support Workers provide appropriately targeted support for identified children. They work closely with class teachers and the support for learning teacher. Children are making progress from the different interventions they lead. They have regular meetings with teachers to ensure that they are developing their understanding of the range of children's needs.
- Staff work effectively with a range of partners to identify and reduce the impact of barriers to learning. They are proactive in seeking appropriate supports to meet the needs of children at that time. Partners provide staff with support and advice on developing practice for specific children's needs and contribute well to planning for children.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.