

Summarised inspection findings

Mayfield Primary School

Midlothian Council

16 September 2025

Key contextual information

Mayfield Primary School is a non denominational school situated in Dalkeith in Midlothian. It serves the local communities of Mayfield and Newbattle. At the time of the inspection, there were 262 children organised across 12 classes. Most children live in Scottish Index of Multiple Deprivation deciles 2 to 4, with a minority living in deciles 4 to 8. Across the school, a majority of children require additional support with their learning. Attendance is in line with the national average.

The headteacher has been in post since 2021. Since then, there have been a number of changes in the senior leadership team. There are currently two depute headteachers and one principal teacher. In January 2025, staff and children in both the mainstream classes and Complex Needs Provision were relocated to nearby schools at short notice. This was due to the identification of unexpected building defects in the Mayfield Primary School building.

1.3 Leadership of change	satisfactory
<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 communitystrategic planning for continuous improvementimplementing improvement and change	

- The school has experienced a number of challenges this session which have impacted on the pace of strategic improvement. These challenges have included changes in the senior leadership team and the unplanned move of staff and children at short notice to new locations. All staff and children have adapted well to the relocation and staff have supported children well to manage this unexpected change.
- Recently, senior leaders led a review of the school’s vision, values and aims. The values are displayed in classes and are referred to in lessons. Senior leaders revisit the school values through whole-school assemblies. As a result, most children know and demonstrate these values. Senior leaders and staff should continue to work together to embed the values, linking this to planned work on rights, wellbeing, inclusion and equality.
- At the beginning of the session, senior leaders identified a number of school improvement priorities, for example, in relation to improving attendance and aspects of teaching and learning. Senior leaders and staff had made progress in relation to a minority of planned improvements by the time the school was relocated. For example, attendance levels were improving. Following the unplanned relocation, the headteacher rightly focused attention on ensuring children and staff settled well into their new environment. In addition, senior leaders altered strategic plans to focus more specifically on raising attainment in literacy in response to predictions regarding children’s progress. There is evidence of the positive impact of this work with recent improvements in children’s attainment in reading. Senior leaders recognise correctly that the school is now in a place to accelerate the pace of change and improvement. Going forward, senior leaders should build more robust approaches to drive forward identified priorities. As part of this, senior leaders should review and improve approaches to

communication. This will help to ensure that staff, children and parents/carers are more involved and updated about the progress made in achieving school improvement priorities.

- Senior leaders conduct professional review and development meetings annually with teachers and support staff. Teachers identify areas for professional development linked to the General Teaching Council for Scotland standards and areas of interest. Teachers support school improvement work effectively as members of working parties. A few teachers undertake leadership roles linked to areas for improvement, such as developing a learning and teaching framework. Senior leaders should continue to develop opportunities for all staff to contribute meaningfully to leadership of change.
- Senior leaders undertake a range of activity to assure the quality of school performance. Senior leaders and staff work well together to implement areas for improvement identified as a result of quality assurance activities. For example, teachers have improved approaches to sharing the purpose of learning with children. Going forward, senior leaders should ensure quality assurance activities include a closer focus on improving planning for children who require additional support with their learning. In addition, senior leaders should review regularly the quality of children's written work. They should also evaluate the impact of teachers' feedback on helping children to understand their progress and next steps in learning.
- A majority of children feel staff listen to their views and take them into account. Children have a few meaningful opportunities to contribute to the life and work of the school. For example, children have provided ideas and feedback on ways to improve reading experiences. A few children have leadership roles as house captains, vice captains and junior house captains. The house captain team lead house assemblies and gather feedback from children, for example, about improving playground experiences. Children are keen to have a stronger role in contributing to the life and the work of the school now that they are settled in the new location. As planned, senior leaders should increase opportunities for children to have leadership roles in a variety of contexts.
- Senior leaders meet termly with staff to discuss children's progress and have introduced a new approach to more regularly action any concerns identified. Staff are adopting this approach well to improve their understanding of children's progress based on a wider range of data and assessment evidence. Going forward, senior leaders should use tracking meetings to ensure teachers plan effectively to meet the needs of all children. This will help support children to make the best possible progress with their learning.
- Staff know and understand the range of challenges faced by children and families. Pupil Equity Funding (PEF) has been used to provide additional staff to support improvements in children's attainment, engagement in learning and attendance. Progress has been made to improve groups of children's progress in literacy as a result of these focused approaches. Senior leaders should now ensure all PEF plans are reviewed regularly and have clear measures of success to identify the impact on outcomes for children.

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, staff support children well to develop and maintain positive and nurturing relationships. These relationships reflect well the school values of safe, respectful, included, nurturing and achieving. Almost all children interact respectfully and confidently with staff, visitors and each other. Almost all children across the school demonstrate consistently positive behaviour, interacting well during learning activities across the school day. Senior leaders and staff manage situations sensitively when support is required to help a few children engage with their learning or regulate their behaviour.
- Almost all children are engaged and motivated to learn. In most lessons, teachers support children well to understand the purpose of their learning. In most lessons, teachers use questioning well to check for understanding. A few teachers use questions effectively to challenge and extend children's thinking, encouraging them to explain and justify their answers. In a few lessons, teachers involve children in the selection of contexts for learning. Children would welcome more opportunities to have a say in what and how they are learning.
- In a few classes, teachers consider carefully children's progress in learning and adapt their plans to meet children's learning needs. For example, at second level, teachers' planned approaches to reading and assessment is having a positive impact on raising attainment. Senior leaders should share this good practice and ensure teachers plan learning which is well matched to the needs of all children. This will help to ensure all children experience learning which is appropriately challenging, enjoyable and builds on their progress. Most children are not yet able to discuss their progress in learning. Teachers should now review approaches to giving children verbal and written feedback to ensure children have a clearer understanding of their progress.
- All children have access to digital devices and older children use these well to support their learning. Teachers have engaged in purposeful professional learning to support and extend their digital skills. As a result, teachers' confidence in integrating digital skills into learning has improved. Children who require support with their learning benefit from assistive technology, helping to reduce barriers to learning. This is impacting positively on children's motivation to learn and engagement.
- Staff recognise the importance of outdoor learning and a few teachers plan engaging outdoor learning experiences. As identified by senior leaders, teachers should now make better use of the school's grounds and local environment to support children's learning in and about outdoors.
- Staff are at the early stages of introducing play experiences into younger children's daily routines to support their learning. Teachers would benefit from further professional learning using national practice guidance. Senior leaders should now work with staff to ensure younger

children benefit from high-quality play experiences, providing an appropriate and purposeful balance of child and adult-initiated learning. This will help teachers to plan and deliver play opportunities which support children well to deepen and enrich their learning.

- Teachers have engaged in useful professional learning to support a greater understanding of high-quality teaching approaches. There is emerging evidence of the positive impact of this work. Staff and senior leaders have begun working together on a new learning and teaching framework. Once completed, all teachers should implement agreed approaches to promote consistency of high-quality learning experiences in all classes.
- Staff use a range of assessments appropriately to measure children's progress in literacy and numeracy. Teachers are becoming more confident in interpreting assessment data to measure progress and identify gaps in children's learning in literacy and numeracy. Teachers should now develop their use of ongoing assessment, including formative assessment, as an integral part of children's learning.
- Teachers use local authority progression pathways to inform planning for literacy and numeracy. Staff are developing planning of curricular areas to ensure full and progressive coverage of Curriculum for Excellence experiences and outcomes. Staff should continue to review approaches to short- and medium-term planning, ensuring plans are consistent, flexible and responsive to children's needs. To help raise attainment, planned learning should be appropriately progressive for all children.
- Teachers engage in professional dialogue meetings with colleagues both within the school and across local schools. This is helping teachers to develop a much stronger shared understanding of national standards. Teachers should continue to develop their understanding and use of national Benchmarks as an integral part of their assessment of children's progress.
- Senior leaders and staff have worked together well to develop more robust approaches to track and monitor children's progress in literacy and numeracy. These processes are helping staff to identify where children are at risk of not making expected progress. Teachers participate in regular 'progress and achievement' meetings with senior leaders to discuss children's progress. Teachers can also make more frequent referrals to senior leaders where there are issues or concerns about children's wellbeing or progress in learning. These approaches are helping teachers and senior leaders to develop a better understanding of how to support children to make good progress. Senior leaders should continue to develop their use of the tracking system to identify any trends and patterns for individual children and for specific groups of children. This will help them to monitor better the effectiveness of interventions and determine fully if they are improving outcomes for children. Senior leaders and staff should monitor children's progress in all curriculum areas.

2.2 Curriculum: Learning pathway

- Teachers use local authority progression pathways to plan children's learning in literacy and numeracy. This is helping to ensure stronger continuity of learning between stages. Senior leaders and staff acknowledge the need to ensure consistency in approaches to planning to ensure children build effectively on prior learning.
- Teachers use a variety of resources to plan learning in health and wellbeing. Greater consistency in the use of local authority progression pathways for health and wellbeing would help ensure increased progression of experiences for children.
- Teachers in P7 are developing a pathway linked to employability skills to support children's learning experiences relevant to their local area. All staff are not yet planning to develop children's skills for life, learning and work through the curriculum. Staff should now provide more opportunities for children to be involved in curricular planning and support them to develop skills for life, learning and work progressively.
- Children now have access to extensive school grounds and green spaces. Senior leaders and staff should continue to develop approaches to planning and delivering high quality progressive outdoor learning for all children.
- Children from P1 to P7 learn French, covering everyday language on a range of topics such as numbers, families, weather, food and festivals. Senior leaders should proceed with plans to implement a third language in line with national expectations.
- Children experience two hours of high-quality physical education weekly. To extend learning opportunities and promote choice, children access activities including hockey and football.

2.7 Partnerships: Impact on learners – parental engagement

- The headteacher has established a range of methods to engage with and provide information for parents/carers. These include monthly newsletters, social media and the school messaging system. The school previously offered 'Bring your adult to school' sessions. These sessions helped parents/carers to gain a better understanding of the experiences offered to children. Parents/carers and children are keen that these should resume to help parents/carers feel involved in their children's learning in school.
- The headteacher is pro-active in encouraging parents/carers to become more involved in the life and work of the school, for example as volunteers. The headteacher meets regularly with the Parent Council and provides relevant and useful information about the work of the school. Senior leaders should now involve parents/carers more in identifying and evaluating school improvement activity.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff across the school are nurturing, caring and respectful. They work well together to understand and respond to children's needs. As a result, children learn in nurturing environments where they feel cared for and valued. Children are positive about how staff support them if they have concerns. Most children have an adult they trust in school and would be confident to approach them with any concerns.
- Staff model behaviour which promotes and supports the wellbeing of all. Most children speak with increasing confidence about how to be healthy as a result of their learning about, for example, healthy diets and the importance of being physically active. This is helping children to make healthier choices. Children are developing their understanding of the wellbeing indicators and would now benefit from more opportunities to reflect on their own wellbeing. Senior leaders should now create and maintain an overview of all children's wellbeing. This would help staff identify areas for improvement relating to wellbeing across the school.
- Staff support children to develop a shared understanding of emotions and how to recognise changes in how they are feeling. As a result, most children articulate their emotions accurately. In all classes, staff use an agreed approach to supporting emotional regulation. Children use calm spaces within classrooms well to help them refocus attention when required. This is supporting them to engage with learning and is having a positive impact on attainment. Staff and children report that behaviour and engagement with learning has improved as a result, with children displaying more respect for others. A few children would benefit from staff continuing to support them to develop their skills in managing their emotions. As planned, senior leaders should now consider further emotional wellbeing support that could be made available to children who require more targeted interventions.
- Staff work with partners successfully to support children's wellbeing. Staff have engaged in a range of effective professional learning about trauma informed and nurturing approaches, emotional regulation and improving accessibility in the learning environment. Across the school, children benefit from improved practices as a result of staff's professional learning. For example, children now benefit from a wider use of visual supports.
- Children benefit from a range of activities to develop their physical health, fitness and teamwork skills. These include access to lunchtime and other clubs where they play hockey, basketball and football. Senior leaders should consider how to involve more children, including using data and knowledge of children to support those facing barriers to participation to be involved.
- All staff understand the context of the school, know children well and recognise their duties in relation to child protection. Staff increasingly use the local authority staged intervention matrix when identifying children's potential barriers to learning. They share information well with each

other to inform planning to support meeting the needs of children. Senior leaders should ensure that chronologies of significant events are recorded and maintained in line with national guidance. They should review chronologies as part of their assessment progress and to support their further planning to improve outcomes for children. In line with statutory guidance, senior leaders now need to ensure that all children, including care experienced children, who meet the criteria for a coordinated support plan are considered for one. A few children have been on part-time timetables. Senior leaders should ensure that any part-time timetables are regularly reviewed and in place for the shortest time possible to ensure children receive their full entitlement to education.

- Senior leaders and staff respond effectively to reported incidents of bullying and record actions taken to address these. Most children and parent/carers feel the school deals well with bullying or say they have never experienced bullying. Senior leaders should continue, as planned, to update the positive relationships policy to include information to exemplify their approaches to anti-bullying. Senior leaders should ensure that all reported incidents of bullying and the actions carried out in response are reviewed with those involved, and the detail of this recorded in line with national guidance.
- Children identified as requiring additional support have appropriate individualised programmes aimed at reducing barriers to learning. Senior leaders and staff monitor closely the progress of children requiring additional support with their learning. Going forward, senior leaders should ensure plans include clear measurable targets which are regularly reviewed to ensure children continue to make progress against their targets. Senior leaders should ensure the views of children and parents/carers are included in plans.
- All staff use a helpful referral process to raise concerns about the wellbeing and progress of children. This involves a 'team around the child' approach and includes senior leaders, support for learning staff and staff with specific remits. This is beginning to help children access supports and interventions in school and with partners more quickly. Senior leaders should continue to improve ways of gathering evidence to monitor the impact of these processes.
- Children who access nurture and enhanced provisions benefit from the support provided. They are increasing their participation in learning in small group settings. Support staff provide effective support for children's wellbeing and learning. Staff should continue to work together to help children transfer the skills they have developed in small group settings.
- Staff support children effectively to prepare for their move to secondary school. Staff provide a planned programme of activities for children in P7 to transition to secondary school. This includes visits to the school and taking part in activities with staff, senior pupils and their new cohort of peers. Children talk positively about this and are confident about their transition. Senior leaders and identified staff deliver a well-planned transition programme for children entering P1. Children and families visit the school and take part in activities with staff and existing pupils. This is helping families to build relationships with key staff and is supporting children to settle well when they start P1.
- Children learn about diversity, religious beliefs and discrimination through a range of curricular activities and religious observance assemblies. A few children have shared powerfully their experiences of neurodiversity with other children and staff. This is helping others to understand what it is like to be neurodivergent. Children would now benefit from progressive, planned learning to develop further their understanding of children's rights, diversity and protected characteristics. This will help children to develop a deeper understanding of their rights, equality and diversity.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is satisfactory. A majority of children across the school have achieved, or are on track to achieve, expected levels of attainment in literacy and numeracy. A majority of children who require additional support with their learning are making satisfactory progress against their individual targets.

Attainment in literacy and English

- The majority of children are making satisfactory progress in literacy and English. A few children are capable of making greater progress.

Listening and talking

- At early level, a majority of children enjoy listening to and joining in with well-known stories. A majority take turns when speaking in a variety of contexts. At first level, the majority of children are becoming more confident in identifying the purpose and main ideas of spoken texts. At second level, children can describe some techniques to engage the listener, such as emphasis and tone. They would benefit from more practise developing talking skills, for example in relation to building on the contributions of others within a discussion. Across the school, children would benefit from developing confidence in speaking to a variety of audiences for different purposes. Teachers should now ensure they teach explicitly the skills required for effective listening and talking to support improvements in this area of literacy.

Reading

- At early level, most children identify and say an increasing number of single sounds. A majority of children use their knowledge of sounds and letters to read simple words. At first level, a majority of children read with fluency and expression. A majority of children are clear about the difference between fact and opinion. At second level, a majority of children are confident predicting what will happen next and summarising parts of a text. They are less confident in explaining their preferences for particular types of text and authors. As planned, teachers should continue to develop children's higher order reading skills.

Writing

- At early level, a majority of children are beginning to write simple sentences with support, starting with a capital letter and ending with a full stop. A majority of children form letters correctly. At first and second level, the majority of children write for a variety of different purposes, for example a letter or newspaper report, using features of that genre. They should continue to be supported to write extended pieces of text. At all stages, teachers should support children to improve the standard of handwriting and presentation of written work. Children would benefit from more effective feedback that identifies accurately their next steps in writing.

Numeracy and mathematics

- The majority of children are making satisfactory progress in numeracy and mathematics. Across the school, a few children are capable of making greater progress.
- The recently introduced whole school 'daily review' supports the consolidation of prior learning well for numeracy. This should now be extended to support the consolidation of all areas of mathematics. Children should continue to develop their skills in solving numeracy and mathematical problems in real-life contexts. This would increase opportunities for children to apply and embed their skills.

Number, money and measure

- At early level, a majority of children confidently apply number knowledge to identify missing numbers up to 20 within sequences. They are developing an understanding of the importance of money in everyday lives. At first level, the majority of children round numbers accurately to the nearest 10 and 100. At first and second levels, children would benefit from more frequent practise with multiplication and division facts. At second level, the majority of children solve simple algebraic equations. With support they use their knowledge of common fractions, decimal fractions and percentages to solve simple number problems. Children at second level should develop further their understanding of measure.

Shape, position and movement

- At early level, the majority of children recognise and continue patterns using colours and shapes. At first level, the majority of children are aware of the properties of two-dimensional shapes. Children are not yet able to calculate the area of simple shapes. At first and second level, children would now benefit from further opportunities to revisit the identification and properties of three-dimensional (3D) objects. At second level, the majority of children are confident in describing and measuring a range of angles. They should now develop a stronger understanding of the relationship between 3D objects and their nets.

Information handling

- At early level, the majority of children apply their counting skills well to interpret simple bar graphs. They apply properties, for example colour, shape and size to match and sort items. They are not yet familiar with directional language, for example left and right. At first and second level, the majority of children use appropriate vocabulary when discussing the likelihood of something happening. At all levels, children should gather, analyse and interpret data in real contexts more frequently. This will help to develop their understanding of the importance of these skills for learning, life and work.

Attainment over time

- Attainment over time has been variable at key stages for a number of years. Senior leaders have identified a number of reasons for lower patterns of attainment in some areas and stages. This has included periods of instability in staffing and a lack of consistency in the use of assessments to support teachers' professional judgements. Staff have correctly identified the need to continue to raise attainment in both literacy, particularly in writing, and in numeracy. As planned, senior leaders should continue to develop approaches to gathering data on children's progress over time. It will be important to review regularly the impact of targeted interventions, to assess whether these are having a positive impact on children's attainment.
- Senior leaders and staff use a variety of effective approaches to monitor and improve children's attendance. Identified staff have had a positive impact on supporting improvements in attendance in school. Overall, attendance has improved and is in line with national averages. Approximately one quarter of children's attendance is less than 90%. Senior leaders

should now ensure clear plans are in place to support the continuity of learning for children with lower patterns of attendance.

Overall quality of learners' achievements

- Children's achievements, both in and out of school, are recognised, celebrated and shared at assemblies and through school newsletters. Children receive 'Fantastic Fieldies' certificates in recognition of their personal achievements and for demonstrating the school values. Children benefit from a range of activities which support them to achieve in different contexts. For example, children in P4 have been learning to swim and almost all children in P7 attended a residential experience. Children across the school participate in a range of sporting events and competitions. This is helping to develop their teamwork and resilience. A few children develop leadership skills as house, vice and junior house captains. Staff recognise the need to ensure children have more opportunities to develop a wider range of skills, including leadership. Staff should now track children's wider achievements. This will allow them to identify children at risk of missing out and plan opportunities for them.

Equity for all learners

- Senior leaders and staff have a strong understanding of the socio-economic context of their school community. Senior leaders and staff take action effectively to minimise barriers to children's achievement and participation in school activities including trips and residential experiences. Senior leaders and staff's work on 'cost of the school day' and the work of staff in supporting families in a range of contexts has been particularly impactful. Children and families benefit from a range of supports, including access to pre-loved clothing and a breakfast club. This is helping children feel more included and ready to learn when they come to school.
- Senior leaders use PEF to enhance staffing to support an increased range of targeted approaches to improve attainment, engagement in learning and children's attendance. The impact of some targeted approaches have been affected by staffing absences. Senior leaders can however demonstrate improvements in outcomes, for example in relation to literacy. As a result, poverty related attainment gaps are narrowing.

Context

Mayfield Primary School Complex Needs Provision is a local authority special unit for children with a range and complexity of additional support needs. The provision has two classes. Fourteen children attend the provision. Children are selected for attendance at the Mayfield Primary Complex Needs Provision through a local authority assessment and placement group. The local authority provides transport for children in agreement with parents/carers.

In January 2025, staff and children within the Mayfield Complex Needs Provision moved at short notice to Woodburn Primary School. This was due to the identification of unexpected building defects in the Mayfield Primary School building. The headteacher of Woodburn Primary School currently has strategic leadership and day to day management responsibility for the Mayfield Primary School Complex Needs Provision. This is a temporary arrangement pending the building of a new school. The provision has two dedicated teachers and one class cover teacher. One teacher is an acting principal teacher (PT). She has leadership responsibility for the Mayfield Primary School Complex Needs Provision (the complex needs provision) and the Woodburn Primary School Complex Needs Provision. The complex needs provision has four dedicated learning assistants who provide support to children across the school day. The learning assistant allocation is enhanced with additional learning assistant staff from Woodburn Primary School.

Leadership of change

- Senior leaders and staff have focused correctly on ensuring children had as little disruption to their learning as a result of the unexpected relocation to Woodburn Primary School. Staff have been effective in helping children return to learning programmes and make a smooth transition to their new school environment. Staff's actions demonstrates their commitment to the school vision, values and aims very well. In a short period of time, staff have shown effective leadership skills to adapt learning environments, refocus priorities and form positive relationships within the Woodburn Primary School community.
- All staff show their commitment to improve outcomes for children through improving their capacity to meet children's needs effectively. Senior leaders provide useful opportunities for learning assistants to engage in professional dialogue to identify appropriate learning that will help them undertake their role effectively. Learning assistants are accessing relevant and purposeful professional learning. This is helping improve consistency in how they communicate with children and support their health, resilience and regulation when in school.
- Senior leaders ensure the teaching team have the right conditions to implement change within the complex needs provision. This has enabled teaching staff to pilot new approaches aimed at improving assessment and reporting of children's progress to parents/carers. Staff's approaches are helping selected parents/carers understand more fully their child's progress and effective ways to support their child at home. Teachers should continue with their plans to extend this further so that all parents/carers benefit from this helpful approach to sharing children's progress.

Learning, teaching and assessment

- All staff ensure that children experience an educational environment that reflects very well children's rights and promotes positive relationships. Children engage well in most of their learning opportunities and interact positively with each other and the staff team. Staff match most learning experiences accurately to children's levels. They need to ensure that a minority of children experience learning that is suitably challenging and allows them to make quicker progress in learning.

- Staff use digital technologies effectively to motivate children to engage with learning. Where appropriate, staff support children well to build communication approaches using augmentative alternative communication devices and software. This is helping children that require this technology to provide their views and needs to staff. Staff are working well to use a range of additional technologies to help children express themselves. They should continue to identify ways to help all children to express their views effectively.
- Teachers and support staff use classroom spaces and outdoor areas well to ensure children's learning opportunities promote curiosity, and develop their skills. They support children to be progressively more independent in learning. They provide children with an appropriate balance of play-based and desk-based learning activities. Staff are creative in how they use a range of resources to promote learning, particularly when developing children's communication and attention skills. They are effective in making children's learning experiences active. As a result, most children are enthusiastic learners when participating in learning experiences.
- Teacher's planning considers children's intended learning across the short, medium and long term appropriately. They are effective in planning for different types of support and children's level of engagement. Teachers plan learning activities that increase opportunities for children to develop their communication, independence and wellbeing across a range of learning contexts.
- Teachers plan for required adaptations to children's learning through individualised education programmes (IEPs) and personal learning plans. They use these planning tools sufficiently well to meet children's individual learning needs and styles. Teachers should continue to develop target setting in IEPs and personal learning plans so that they are measurable and outcome focused. They should ensure clarity on the skills being developed by children and outline more fully the teaching and learning approaches. This will help staff to track and monitor better the progress children make.
- Teachers plan what they will assess using Milestones for learners with complex needs. They link the selected Milestones to be assessed directly to children's planned learning taking place each term. Teachers measure effectively children's progress in learning against these selected Milestones twice per year using formative and summative assessment evidence. This is helping them report accurately to parents/carers the progress their child makes. Teachers and support staff utilise a variety of assessment approaches well to enable children to demonstrate progress in learning. Staff develop their professional judgements on children's progress effectively using observations, interactions and summative assessment tools.
- Senior leaders and teachers are beginning to improve how they track and monitor children's progress to provide clear information on attainment. They should continue with their plans to strengthen their existing approaches to evidence small steps and successes in children's attainment and progress more effectively.

Ensuring wellbeing, equality and inclusion

- Almost all children exhibit behaviours that show they feel safe in school and are valued and respected by staff. Children seek out staff for care, understanding and support. They identify friends that they have in the complex needs provision. Children are improving their wellbeing progressively in line with their additional support needs. They are increasingly aware of their own emotions and provide their views of how their emotions impact on them. As a result, almost all children develop well their ability to regulate their emotions better over time.

Following the unexpected move to the new school building, a few children now have reduced opportunities for inclusion in activities with mainstream school peers. Senior leaders and staff should continue with plans to support these children to re-establish meaningful opportunities to participate in learning and social activities with mainstream peers.

- Senior leaders and staff ensure that all children have IEPs or personal learner profiles aligning well with Getting it Right for Every Child national guidance. This is helping parents/carers to participate in planning and agree interventions that are improving outcomes for their child. Senior leaders should continue with their plans to develop further their approaches to chronologies in line with national guidance. This will assist them in developing a current and ongoing assessment of strengths and risks or as an aid to review past events. Senior leaders now need to ensure that children who meet the requirement for a coordinated support plan are considered for one.

Raising attainment and achievement

- Due to the small number of children in the provision, general statements are made to ensure children's anonymity. All children in the complex needs provision have a range and complexity of additional support needs. Children are working toward Milestones and make small steps in learning and progress. Taking account of their needs, overall, children make good progress in literacy and English and numeracy and mathematics. Children demonstrate particular strength in developing their communication skills. Overall, children make good progress in meeting agreed outcomes in IEPs.
- Children develop well their literacy and communication skills from prior levels. They develop the skills required to share their views and participate in learning using appropriate listening and turn taking skills. They are attentive to others which is helping them respond better to adults and peers. Children respond well to stories read to them by adults. They are able to show interest and enjoyment in the story. With support, a majority of children explore events and characters within stories, such as animals, sounds, actions and relationships. A minority of children require little or no support to anticipate possible outcomes of stories or join in with songs, rhymes and storytelling. Children mark make using a range of writing aids or technology. They extend their writing skills through selecting words to create a sentence and using visual photographs or pictures to share their views. Staff should ensure that children who are capable of extending their writing skills further are supported to do so.
- Overall, children are developing well their understanding of number and number processes, in line with their additional support needs. For example, they show one more or one less, how many or indicate which number has been spoken. They are progressing their awareness of exchanging items or splitting items into smaller pieces. Children are increasingly able to show an understanding of how many objects there are and identify colours.
- Most children sustain positive patterns of attendance over time and there are no recorded exclusions. All children have a full school experience in line with their mainstream peers. Senior leaders track attendance very well and have a robust understanding of the reason for absence. Senior leaders allocate appropriate support to sustain positive patterns of attendance. For children with lower attendance, senior leaders deploy home link staff to work with the family to increase attendance where possible. A few children have a reduction in attendance that is directly linked with their physical needs.
- Children are progressing well across the curriculum and in achieving their personal targets. Staff use evaluations in forward planning and information within 'My Midlothian Learner Profile' documents to check that children make progress in learning over time. They capture well, and share with parents/carers, children's progress in learning using online digital platforms. Senior

leaders and teachers should continue to develop their approaches to tracking attainment over time. This should help them analyse data and information to show clearly the progress children make over time.

- Overall, children successfully develop their communication and social skills. They show confidence in interacting positively with peers and staff. Children are building their capacity to enjoy learning in environments beyond the classroom and use resources with increasing independence to play, interact and learn. Children use these important skills to participate in larger group activities, for example, at assemblies. Children develop and apply useful life skills. Children are developing independence around personal care, ordering and eating food and cooperating with others successfully. Senior leaders and staff should continue with their plans to develop approaches to track and evaluate the quality of children's skills as they move through stages of the school.
- Senior leaders and staff have a robust understanding of the additional support needs and socio-economic context of the children at the school. This ensures that children receive support at the correct time. Senior leaders and staff work well with partners to identify risk and make plans that reduce the risk or barriers to children succeeding.

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.