

# Summarised inspection findings

**Deanburn Primary School, Enhanced Provision and Nursery Class**

Falkirk Council

17 December 2019

## Key contextual information

Deanburn Primary School and Nursery Class and local authority enhanced provision is situated in the town of Bo'ness in Falkirk Council. The school consists of 303 in the primary stages, 11 children in the enhanced provision who come by transport and a 30 FTE nursery class. The original building was partially extended 15 years ago and has extensive playground facilities and is close to Kinneil House and gardens. The school has had an unsettled period of change with the senior leadership team over the last three years and the permanent team has been in place since April 2019.

### 1.3 Leadership of change

**satisfactory**

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

- Leadership of change across the school is satisfactory. There has been significant period of changes to the senior management team involving the headteacher, depute headteacher and two principal teachers in the last three years. The permanent senior team has been in place for one term prior to the inspection.
- The primary school and nursery have spent a period of time reviewing and establishing the school values of 'perseverance, caring, ambition, honesty and respect' which are recognised and prominent throughout the school. The values are known and understood by children in the school and were decided and shared with parents and partner agencies. This is contributing to a common understanding of the ethos and expectations of the school. The senior team feel more work should be done to ensure the values, are relevant to the school's vision and aims which may in time need to be reviewed in line with current educational policy. This would sustain a collective commitment to improvement.
- The school is aware of the social, economic and cultural challenges that some families face and have spent time to establish positive relationships with children and families. In recent years, the process of change to ensure continuous improvements in key aspects such as raising attainment and developments in learning and teaching have been slower than what is required. Recent changes to the senior management team have begun to improve and initiate change while involving the wider staff team in a more cohesive manner. Newer initiatives are showing better results in raising attainment in literacy and numeracy which now need to be sustained and developed across all areas of the school. Staff have opportunities to contribute to influencing change by leading aspects of learning. In some areas this is very effective using a modelling approach to teaching followed up by mentoring and support. This is particularly effective in the development of literacy at the upper stages.
- Currently the staff team across the primary stages all have a curricular responsibility. They feel more empowered to take forward ideas for school improvement. We would advise that a more strategic overview is required of these responsibilities to decide what requires to be done immediately and what can wait a bit longer. This would help to implement change more

effectively. The senior team have an important role to lead these responsibilities more effectively and monitor the impact on children's learning to share a collective commitment to improvement. For example, play into Primary 1 and Primary 2 is at an early stage of development and staff are eager to implement this initiative fully across the early level classes. Staff are engaging in practitioner enquiry and professional learning to expand their knowledge and reflect on their practice. Staff at the early level stages would benefit working as a collegiate group to share ideas and ensure a common approach and understanding of early pedagogy alongside the senior team. This common purpose would manage change more effectively and benefit children more quickly.

- All staff value career-long professional learning and are eager to improve. They now work in pairs and trios both in school and at cluster level. Opportunities are available to develop knowledge, skills, professional learning opportunities and practitioner enquiry, all of which are helping to move the school forward. There needs to be consistent practice, of how this new learning is shared amongst staff and how it impacts on improved learning and teaching. As this develops, staff will gain better knowledge and feel empowered of how these approaches achieve change.
- The senior team creates the school improvement plan which is shared with staff and the parent council for comments. Some staff have undertaken aspects of improvement methodology to gauge the impact of change. Careful consideration by the headteacher of how best to take forward priorities needs to be reviewed, consistently monitored and changed if necessary, Using the challenge questions and features of effective practice in *How good is our school?* (4<sup>th</sup> Edition) will assist in this process.
- There remains scope to improve strategic planning for improvement in the work of the school. In particular planning to improve the consistency of high-quality learning and teaching and ensuring children receive their entitlements across the curriculum. This should take account of parental views and involve the Parent Council. There are positive strengths such as the improvements in tracking and monitoring of children's progress in literacy and numeracy at the primary stages and the quality of relationships. There remains a need to have a clear strategic direction to developing and improving the school and nursery class which involves all staff which would raise the profile of the school within the wider community.

## 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

- Relationships across Deanburn Primary School are positive and respectful. The school's values of respect, honesty, caring, perseverance and ambition promote a positive environment for learning. Older children can identify how in practice, these have improved aspects of school life. All classes have developed class charters which support the school values and set high standards of behaviour for all to aspire to. Overall, children work well with each other and behave well during their learning. At present, various reward systems underpin the management of behaviour and promoting positive relationships. These are, at times, over emphasised. Senior leaders have identified the need for there to be a stronger link between the promotion of good behaviour, positive relationships and the school values.
- Teachers' explanations and instructions are clear and concise. In most classes, children experience active, enjoyable learning with most children motivated and engaged. These include outdoor learning opportunities, for example in the local woodland. In the majority of classes, children have opportunities to learn independently. This should be extended to allow more regular open ended and sustained investigative activities. Children are given regular opportunities to work together in pairs and small groups where children share ideas and listen to each other attentively. In these examples, teachers intervene appropriately to extend learning and engage children in reflecting on progress. In most lessons, questioning is used to develop children's thinking. Overall, there is scope for teachers to use questioning more skilfully to challenge children's higher order thinking skills. Learning is matched appropriately to the needs of learners in most classes. In a few classes, the pace of learning and challenge is not at the correct level and a more considered use of differentiation could be applied to benefit all children. Inspectors observed a few examples of very strong learning and teaching. The senior leadership team should continue to use such examples to develop practice across the school to develop consistently high quality learning and teaching.
- Staff across the school are developing their approaches to providing children with opportunities to lead their learning. For example, in a few classes, 'digital leaders' explain to their peers how to use and look after devices. When children are given the opportunity to independently lead group tasks they interact very well with each other. Where this practice is most successful, children understand clearly the success criteria associated with the task. Across the school, children are identifying what they know about new areas of learning and are planning lines of enquiry, for example by devising 'big' and 'little' questions. These lines of enquiry allow children to take aspects of their learning in a direction chosen by them. Staff should build on these approaches to provide children with increased opportunities to lead learning and bring consistency across the school. Children recognise the benefits of recent work on becoming more resilient in their learning and talk confidently about not giving up when things become difficult.

- In most lessons, children are clear about the purpose of their learning and what they need to do to be successful learners. There are examples, children and their teacher work in partnership to agree criterion for successful learning. In most classes, plenaries focus on the agreed success criteria and allow children to consolidate their learning.
- The introduction of a more integrated play pedagogy is at the very early stages of implementation in Primary 1 and Primary 2. This has increased the range of play based learning opportunities available for children to develop creativity and personalisation and choice. However there now needs to be a more strategic approach to planning and delivering play based methodology. As part of this, staff need to monitor more closely the impact of their planned approaches on children's pace of learning and attainment. In doing so they should ensure that all children are challenged appropriately to make good progress in their learning.
- There are various opportunities for children to take on responsibilities across the school. Children carry out these responsibilities in a positive and caring way. However they are well equipped to have a much greater input in developing the work of the school, and to take on more meaningful leadership roles which will have more impact. Accordingly, staff should support children to develop independence in taking forward initiatives themselves that will make a difference to their experiences at the school.
- Each child has a folio jotter or observation folder that provides a snapshot in learning over one week each term. These documents are shared with parents. Folios are limited in their scope to demonstrate progress in learning and promote learner engagement in review and reflection. Staff should agree a more consistent approach to engaging children in dialogue with adults relating to their learning. These conversations should lead to children being more actively involved at a deeper level in evaluating their learning, skills development and achievements, and identifying next steps in learning. A more consistent and robust approach across the school to providing feedback on learning, both verbal and written would help with this process. The school should explore ways in which children can profile their progress on a more regular, ongoing basis.
- Staff are using the national benchmarks with increasing confidence to make professional judgements in evaluating children's progress towards achieving Curriculum for Excellence (CfE) levels. Staff are at the early stages of using holistic assessment tasks to assess application of learning. Assessment should now become more integral to planning learning and teaching. Children's progress within CfE levels is tracked and monitored well using the local authority tracking system. This generates information relating to socio-economic indicators and gender. The headteacher monitors closely the progress of those facing additional challenges, for example care-experienced children and those with English as an additional language. The Scottish National Standardised Assessments are used to contribute to judgements on progress.

## 2.2 Curriculum: Learning pathways

- The school's curriculum rationale is grounded in a commitment to children's wellbeing and emphasises its strong community ethos. The school values of ambition, perseverance, caring, respect and honesty support this ethos where children are encouraged to 'believe and achieve'.
- Falkirk's Progression Pathways for Literacy, Numeracy and Health and Wellbeing are used to ensure that children's progress in these key skills are monitored and tracked. The school uses its own frameworks for an overview of Es and Os in both science and social studies. It recognises that pathways for all curricular areas should be in place to ensure that all children receive their entitlement to a broad general education.(BGE) There is not yet a clear overview of the curriculum that ensures that children's skills and knowledge in all areas are being developed progressively. The need for a curricular planner supporting the development of skills across the curriculum should be addressed.
- The importance of the four contexts for learning is made explicit in the curriculum rationale. Newly introduced planners for interdisciplinary learning (IDL) encourage children to lead their learning and explore what they want to learn through the concept of 'Big Questions, Little Questions'. The outdoors is used as a suitable learning environment supporting children in understanding the relevance of their learning. For example, nearby Kinneil Woods provide a stimulating context for children when exploring nature based texts and further supports the development of enquiry and investigation skills. Their understanding of the historical significance of their local environment is developed when they attend Roman workshops at the associated Kinneil House and see at first hand the Antonine Wall.
- Children benefit from an annual event 'Developing the Young Workforce' (DYW) week which encourages them to reflect on career aspirations. Parents play a valuable role in ensuring the success of the event by attending and discussing their own careers with children. As a result, children highlight perseverance and having a positive mind-set as key attributes for the world of work. A cluster school project, 'Junior RED', included a focus on reading as a skill for life, a message emphasised by key speakers to the school who are prominent members of the local community. Staff are recognise that the school is at the early stages of exploring the Career Education Standard (CES) and DYW agenda. Partnership working with Forth Valley College has led to a science, technology, engineering and mathematics (STEM) project with P6 children. Local partnerships should be developed to support children in their understanding of the relevance of their learning to the world of work. There is considerable scope to make explicit and embed skills for learning, life and work into children's daily learning experiences. The school recognises the need to develop new partnerships to support developments in both STEM and DYW.
- The school is at the early stages of developing digital technologies to support learning and teaching. A planned approach to the development of ICT skills progression is required.

## 2.7 Partnerships: Impact on learners – parental engagement

- See chosen QI 2.7.

## 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

- There is a positive ethos across the school. Children are welcomed personally when they arrive at the start of each session and most children appear to be happy coming to school. In almost all classes children are able to express how they are feeling using an emotion wheel, thumbs up and individual chat with the class teacher. Children said they feel safe and know what to do if they need help or are worried. There are aspects of very positive practice in the approaches used by staff to support children's emotional development. This is evident in most classes but particularly in the enhanced provision classes. Children are valued, cared for, respected and included. Staff have a good knowledge of individual children and the potential challenges they may face.
- Pupil support assistants play an important role in supporting children in class and outside in the playground. A number of support staff are undertaking personal research and professional reading to improve their knowledge to help them when working within class and with small groups of children.
- There has been a collegiate approach to introducing children to the wellbeing indicators. In order to build an understanding of the indicators, all staff and children participated in a health and wellbeing focus week organised by a class teacher. The wellbeing themes are reinforced in assemblies, through headteacher certificates and in school displays. Older children are able to talk about wellbeing indicators, what these mean to them and give examples of how they feel. The school helps them to understand how decisions they make can affect them. For example, keeping physically active, talking about their feelings, seeking help when they need it and the importance of friendships and respecting others.
- The wellbeing indicators are used as a framework to assess needs for some children in individual care plans. This needs to be consistent for all children. Children in a focus group spoke well about what it feels to be safe, healthy and nurtured. As identified in the School Improvement Plan, there is now scope for the whole school community to work on their responsibilities for wellbeing. This will ensure the indicators are at the core of daily interactions. Children overall were less confident in their understanding of the United Nations Convention of the Rights of the Child (UNCRC).
- Children can describe how they are involved in the wider life of the school and take pride in their pupil voice groups. They speak positively about their additional roles and responsibilities, the skills they are developing and the contributions they are making to the school. Children also feel staff treat them with respect and most children also treat each other with kindness. Children feel valued and enjoy having opportunities to help and were able to directly link this to their own wellbeing.

- Two members of staff have been involved in Nurture training and have recently participated in Compassionate and Connected Community Training. Time should be prioritised to ensure the principles of the nurture approach are cascaded to all staff and that professional dialogue leads to nurturing principles being embedded across the setting.
- The school has an internal system to ensure children who experience challenge in their lives are carefully monitored. Referrals, to external agencies for children who need extra support with their health and wellbeing are in place in conjunction with parents and carers. To improve further, planning should include the wellbeing indicators as part of the assessment of wellbeing for all children in the school with a chronology of key events. The school seeks the views of parents and children where appropriate and regularly reviews children's progress.
- Children who require targeted additional support benefit from a range of strategies to support attainment in literacy and numeracy and most are making appropriate progress. There are detailed plans outlining their needs and targets to support their next steps. Teachers are made aware of children's needs and how to support them. A few children also require a level of support within classrooms. Pupil support assistants work well with children in classes and provide support to individuals and small groups. It would be beneficial to review their deployment and tasks in the classroom setting to ensure that their time is being fully utilised to meet the range of social and emotional needs of all learners.
- Care-experienced children are carefully monitored and supported to make progress. Key staff, including the support for learning teacher and educational psychologist regularly attend multi-agency reviews and child planning meetings for children with more significant needs and barriers to learning and wellbeing. As a next step, the school should review the management of planning to ensure that approaches to planning and record keeping are consistent and manageable. For example, each file should have a clear chronology of key events and agreed outcomes including the dates when these are achieved.
- The main duties under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, to ensure access to free drinking water throughout the day, to promote the school meal service and ensure those entitled to a free school meal are not openly identified, are being met.
- The nutrient standards, demonstrated in the nutritional analysis of the current menu, and the food and drink standards at lunchtime, are being met. The Eco group 'healthy tuck shop' provision needs to take account of the relevant food and drink standards to ensure compliance.
- We discussed with catering and headteacher the use of monitors in the dining room and that they might want to review how many monitors and how many weeks they support younger children. Whilst done with the best of intentions, it has the potential to de-skill younger children and create over-reliance on others to do things they are capable of doing for themselves e.g. selecting cutlery, pouring drinks, carrying and clearing trays.
- The school understands and values diversity through inclusion. Children with additional support needs and in the enhanced provision are included in the life and work of the school where appropriate. They now need to focus on other aspects of equalities including discrimination, religious intolerance and issues of gender.
- It would be useful for pupils to continue to be exposed and involved in discussions around equality, inclusion and global citizenship and what those themes mean to a child living in Bo'ness, Scotland and the world. Valuing and celebrating diversity in the wider context will ensure the school community is aware of and can monitor issues relating to 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

### Overall attainment in literacy and numeracy

- The attainment data reported by the school demonstrates that by the end of June 2019, most children achieved early CfE level in reading, writing, listening and talking and numeracy by the end of P1. By the end of P4, most children achieved first level in reading, listening and talking and numeracy with the majority doing so in writing. By the end of P7, most children achieved second level in reading, writing and numeracy with almost all doing so in listening and talking. A few children across all stages are making better progress than the national expectation and a few are requiring more time and support to achieve the national expectation. Inspectors agree with senior leaders that there is headroom for improvement in attainment in both literacy and numeracy.

### Literacy and English

- Overall, children's attainment in reading, writing and listening and talking is good. A few children are making very good progress. Children speak with enthusiasm about their love of reading and writing, referring specifically to the nurturing environment of the school library which encourages this. The impact of the whole school focussed approach to raising attainment in literacy is becoming evident in the lower stages of the school.

### Reading

- Overall, children's attainment in reading is good. At early level, most children engage with and enjoy listening to different texts including stories, songs and rhymes. By the end of first level, most children read aloud a familiar piece of text, adding expression and showing understanding. They can identify a number of strategies they use when facing unknown vocabulary. At second level, most children can apply a range of skills and strategies to read and understand texts including predicting, clarifying and summarising. They can make relevant comments about features of language for example vocabulary and punctuation.

### Writing

- Overall, children's attainment in writing is satisfactory. At early level, most children enjoy mark making showing an increasing awareness of written text. By the end of first level the majority of children are writing independently, punctuating most sentences accurately. They are learning to create a variety of texts for different purposes. At second level, most children use paragraphs to separate thoughts and ideas and write most sentences with grammatical accuracy. They can use appropriate style and format to convey information applying key features of the chosen genre. They talk with enthusiasm about 'Free Writing Friday' when they write in a range of genres of their choice including plays and quizzes. The school should continue with its plans to focus their efforts to raise attainment in writing by offering tailored support to identified groups, which in turn will improve children's confidence, skill and their own individual progress.

## Listening and talking

- Overall, most children are making good progress in listening and talking. At early level, most children recognise rhyming words. They participate actively in songs, rhymes and stories and can follow simple instructions including when accessing digital technology to access instructions independently. By the end of first level, most children can apply techniques when engaging with others for example eye contact, appropriate vocabulary and body language. At second level, almost all children ask and respond to a range of questions including literal, inferential and evaluative, to demonstrate understanding.

## Numeracy and mathematics

- The school has had a focus on developing children's language of mathematics. There is evidence that this is having a positive impact, particularly with those at the first level. Children at the second level are able to articulate how they can use mathematical skills in other areas of their learning. They can also talk about the relevance of mathematics to real life and possible future careers. There is a need for teachers to ensure that they plan opportunities for children to revisit areas of work to consolidate their learning at regularly so that their knowledge and skills are strongly embedded.
- Overall, attainment in mathematics and numeracy is good for most children. The targeted interventions in place ensure that children who require additional support make satisfactory progress from their prior learning.

## Number, money, measure

- Children working at early level are becoming increasingly confident at counting up to ten, with a few counting beyond this. Most are learning how to perform addition within ten. At first level, most children are able to accurately add together two three digit numbers, although a few need to develop greater agility in this. Overall, children at second level can read and record time in both 12 hour and 24 hour notation. Children at first and second level have a secure knowledge of fractions appropriate to their stage. Both groups of learners can calculate change from a sum of money appropriate to an appropriate level. Both groups of learner are confident with a range of calculation strategies including understanding the order of operations.

## Shape, position and movement

- Children at first level are able to discuss 2D shapes and 3D objects confidently. They can remember having carried out working on angles but this work needs reinforced as they are not yet secure in their knowledge in this area. They also require the work on perimeter and area to be revisited for them to be confident in their work. Children at second level confidently calculate complementary and supplementary angles. They have a good understanding of perimeter, area and volume.

## Information handling

- Children at early level can gather data in tally marks and present it in pictograms. Children at first level can gather data and present it in a range of formats such as bar graphs and pie charts. Children at second level can present data in a range of ways including line graphs. Across the school all children would benefit from using digital technologies further for information handling. Children at the upper stages are not familiar with databases or spreadsheets.

## Attainment over time

- The school has attainment data year on year for attainment in literacy and numeracy from 2016. Data shows that the attainment of the 2018/19 P1 and P7 cohorts in literacy and numeracy has shown an improvement on that of the previous cohorts, with the exception of reading for P7 which showed a decline. The school has interventions in place to address this.

## Overall quality of learners' achievement

- Overall, children are confident and contribute to the life of their school well. They value the range of opportunities to achieve when they are provided by the school. All children participate in a group or committee which enables them to contribute to the life of the school. This is helping to develop a personal interest, develop leadership skills or responsibility. Children are increasingly developing a 'can do' attitude to their work as a result of the school focus on developing a 'growth mind-set'. Children talk of being more resilient and "not giving up". Children's digital literacy skills are not yet sufficiently well-developed across the school. The school's participation in the Bo'ness Fair is developing the sense of children's place in their wider community. There needs to be a clearer focus on children developing skills for life and work. As yet there is not a system for tracking engagement in or skills developed through involvement in wider achievement. As such, the school is not fully able to identify and target appropriate activity for children who are missing out. There is scope to significantly increase the scale of accreditation of wider achievement. This would promote children to reflect on the skills they are developing.

## Equity for all learners

- The headteacher and staff know children and their families very well. The school has a strong focus on providing equity for all learners. Barriers to learning are targeted through use of the Pupil Equity Funding (PEF). The school has identified the need to enhance learning through the use of digital technologies. The impact of these is not yet fully evident but progress in improving children's engagement is developing well. There has also been an investment in speech and language therapy for a target group of children. There is evidence that this is having a positive impact.
- Senior leaders, with staff, closely monitor the progress of individual and groups of children to ensure equity. They also compare a range of data to that of other schools from across the local authority. The school explores the attainment of groups of children closely such as those living with disadvantage, those with barriers to learning, and different gender groups and compares them with peers to explore possible early interventions. It closely analyses data, is aware of attainment gaps, and has plans in place to address areas for improvement. The school is aware that analysing data around attainment versus deprivation has to be approached with caution due to its SIMD profile with most of the school population living in SIMD 5-10.



## Choice of QI: 2.7 Partnerships

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

- The school works with a range of partners including third sector agencies who support the health and wellbeing of learners. Valuable input to help individual children to develop resilience is offered by Bounce Higher through off site after school provision. The school's chaplain has a key role and has been instrumental in supporting the school's Café Connect partnership between the local church and school. This group, run by both children and local residents, has experienced such success supporting the life of the local community whilst providing a forum for children to develop life skills, that they were recently awarded the Church of Scotland Moderator's Prize in 2019. Bo'ness Fair provides a valued opportunity for children to participate in a social and cultural event in the community, as detailed in an upcoming television documentary. This supports children's understanding of and pride in their local heritage and helps them grow in confidence. Awareness of the impact of dementia has been raised through the school's work with Alzheimer's Scotland, with children becoming 'dementia friends' through for example raising funds. The school plans to increase children's involvement in intergenerational work.
- The school communicates with parents in a range of ways, including school website, social media and newsletters. Workshops to support literacy have been well attended with feedback from parents leading to further changes in provision. Parents are active in supporting the school, including maintaining the welcoming, well stocked library and organising a football club. The supportive Parent Council and Early Learning and Childcare (ELC) Parents' Committee are active within the school/ELC Class and local area. The school has identified the need to develop further wider parental engagement to promote involvement in whole school improvement.
- A small number of partners contribute in other ways to the raising of attainment. Strong partnership working with the Speech and Language Therapy Service has led to focussed work on supporting improvement in spoken language skills up to Primary 2. Parental feedback confirmed the value of the associated workshop. This work has a number of themes including a particular focus on the development of listening skills. The whole school approach to building children's vocabulary is rooted in the 'Word Aware' strand. There is evidence of its impact in closing the spoken language gap.
- The school values its cluster partnership working which provides a firm foundation for children transitioning to the associated secondary. Nursery transitions are supported through parents communicating 'what I wish my child's teacher knew...' and sharing personalised key information about their children.

### Context

- The enhanced provision (EP) at Deanburn Primary School is a local authority service for a maximum of 20 children with a range of additional support needs. These include learning difficulties associated with language and communication disorders, social, emotional and behavioural needs and autism spectrum disorders. Placement at the EP is by application to the Placement Change Panel. At the time of the inspection, 11 children attended the EP on a full-time basis in two classes from P2-P4 and P4-P7. Children have opportunities, where appropriate to join their peers in mainstream classes for lessons during the week.

### Leadership of change

- Senior leaders and staff in the EP share the local authority's vision to support children to be educated alongside their classmates and included in mainstream classes where possible. They are developing successfully children's confidence and social interactions within the wider school and community through positive relationships and opportunities to learn within the local community. All staff show a strong commitment to children's wellbeing and nurturing approaches to children's personal development. Plans for more regular observation of class lessons will support teachers and staff to plan consistently high quality learning experiences leading to better outcomes for young people.
- The school aims to further develop shared approaches to planning for continuous improvement across the school and EP. Teachers would welcome more opportunities to meet, share professional development activities and work alongside school-based staff both in the EP and across the school. Senior managers should ensure that staff in the EP share good practice in supporting vulnerable learners with staff across the mainstream school and with parents. This will enable more consistent approaches to supporting children's learning needs and support staff to share best practice.

### Learning, teaching and assessment

- Staff and partners such as speech and language therapy have developed a calm, nurturing learning environment where children feel safe, happy and ready to engage in learning activities. Staff do not always plan tasks, learning activities and resources to take account of learners' differing needs and stages. This leads to a slower pace of learning for some and insufficient challenge for others.
- When learning in real life contexts such as community projects including Café Connect, children engage particularly well in learning. As a result, they form positive relationships, improve their self-esteem, develop a sense of self-worth and skills for life and work. Teachers make good use of accessible and spacious indoor and outdoor learning spaces. There is scope to develop a clearer focus on learning outcomes during outdoor and community activities including children's skills in literacy and numeracy.
- Staff in the EP would benefit from support to help them to understand better how to track and evidence children's progress within the BGE. Teachers are not yet clear about how to use the curriculum framework to ensure that there are appropriate progression pathways to support children's entitlement to a broad general education.

## Ensuring wellbeing, equality and inclusion

- Children are treated fairly and with respect. The school is developing further its approaches to ensuring the safety and wellbeing of children. In doing so, it should ensure that risk assessments and health care plans are up to date and shared with staff. Individual plans to support children in the EP have recently been improved to more closely reflect 'Getting it right for every child'(GIRFEC) wellbeing indicators. Staff provide safe spaces for children who feel anxious and almost all children told us that they feel safe in school. Support staff in the EP play a strong role in supporting children's needs. The school should continue to review appropriate opportunities for including children in mainstream classes.
- Senior leaders and staff take account of the legislative framework relating to children's wellbeing and their additional support needs. While children have targets set within their individual plans, curriculum targets do not always reflect accurately children's level of progress in literacy and numeracy. Parents who spoke to inspectors felt well informed about their children's progress through communication diaries and attending regular reviews of their children's progress. Parents' views on their children's individual targets are welcomed and some received helpful advice and support strategies from key partners.
- All children have opportunities to learn about healthy lifestyles through, for example outdoor learning activities such as swimming, canoeing, cycling, hill and gorge walking. Where appropriate, they are encouraged to try healthy snacks and lunches although this is not always consistent.

## Raising attainment and achievement

- The EP is at the early stages of tracking and evidencing children's progress in literacy and numeracy. Taking account of their needs, the majority of children are making appropriate progress from their prior levels of attainment in literacy and numeracy. However, the EP is not yet tracking children's attainment over time and recognises that there is scope to ensure that children are challenged appropriately in their learning.
- According to the school's information, in class 1 most children are working within the early level in literacy. A few children are in the early stages of working within the first level. In class 2 most children are working within the first level in reading and a few are working within the early and first level. In writing, around half are working within the early and first levels and a few are attaining within the first level. In numeracy, around half of children in class 1 are working within the early level. Other children are working at the early and first level. In class 2, most children are working across the early and first levels and a few are attaining within the first level.
- The school provides good opportunities for children in the EP to participate in the life and work of the school. These include membership of the pupil council, eco committee, recycling, sports days, charities work, lunch times and music activities.
- Staff recognise children's achievements at assemblies, pupil of the week and sharing wider achievements at home and points for positive behaviour. Children from the EP recently won a prestigious Church of Scotland national award for their work within the community supporting local elderly people. The school and EP should explore ways to recognise and accredit children's achievements and record these more systematically. Children's confidence and communication skills are improving as a result of staff training by speech and language therapy through PEF funding.



## Other information

- The school and EP staff communicate very well with parents through daily contact, home school diaries and reviews of their children's progress. Parents felt fully included at an early stage in their children's preparation for moving on to secondary through an enhanced transition programme. The EP should now develop its approaches to supporting children to have a say in reviews of their progress and next steps.

## 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.