

Summarised inspection findings

Camstradden Primary School

Glasgow City Council

28 February 2023

Key contextual information

Camstradden Primary School is a non-denominational primary school within the Drumchapel Learning Community in north-west Glasgow. The current school roll is 278 children. 62% of P6 to P7 pupils and 91% of P1 to P7 pupils are registered for free school meals. 98% of children reside in households designated as within Scottish Index of Multiple Deprivation (SIMD) deciles one and two.

The school has experienced significant staff turnover in recent years, particularly in the headteacher role. COVID-19 impacted negatively on children's attendance, which has not yet returned to pre-pandemic levels. It has also had a negative impact on the provision of support interventions for children and families. The level of children's engagement during remote learning was low throughout the pandemic period. Children's absence was significant during the inspection week due to factors including Strep A, Scarlet fever and seasonal infections. The acting headteacher is covering a period of maternity leave and is supported by a depute headteacher, two principal teachers and an additional principal teacher funded through the Pupil Equity Fund (PEF).

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

- The substantive headteacher and acting headteacher have given strong and effective leadership to secure significant improvements in the school over the past year. The depute headteacher and principal teachers demonstrate their strong support as a senior leadership team. Together, they have led a review of the school's vision, values and aims. As a result, they have secured the trust of the staff and wider school community in establishing a shared sense of purpose and understanding of the need for improvement. This shared sense of purpose is built on staff's thorough understanding of the local community and how they can best serve it.
- Senior leaders have established highly effective approaches to school improvement based on the use of evidence to identify appropriate actions and evaluate their effectiveness. They make effective use of research to help identify those actions most likely to meet the needs identified across the school community. This results in the school achieving a good balance between being outward looking while still focused clearly on the local context. Their evidence-based approach supports senior leaders and staff to share an understanding of the relevance and purpose of identified priorities for improvement. Senior leaders have prioritised improvement actions well. They have worked effectively with staff and stakeholders to develop a strong and supportive school culture in which children and staff can flourish.
- Stakeholders agree that recent improvements in relationships and the school ethos now support a sense of stability across the school after a period of significant staff turnover. The culture positively reflects the agreed school values of confidence, achievement, respect,

enthusiasm and support (CARES). Staff acknowledge that this stability provides an effective platform from which to address improvements required in attendance, late-coming and attainment. Early evidence indicates a positive impact from this work on improving children's engagement in learning and attainment.

- Professional learning for staff is appropriately targeted and aligned well with school improvement priorities. Leadership opportunities are being taken up increasingly by staff. Teachers have established strong collegiate working through 'Peer observation of learning leading to improvement' (POLLI). They make effective use of a growth coaching model and aspire to be a 'learning organisation'. Teachers should continue to explore robust evaluation of the impact of their professional learning on improving outcomes for learners.
- The promotion of leadership opportunities for children is a key component of school improvement for senior leaders. This includes initiatives such as family group time, eco committee, Junior Road Safety Officers (JRSO) and digital explorers. The commendable pupil participation and leadership policy could be developed further to link to the four capacities and specific skills more clearly. Stakeholders engage in a variety of consultations to identify and address emerging issues.
- There are strong examples of effective partnership work across the school. These include the 'Caledonian Club', through Glasgow Caledonian University (GCU) and 'Possibilities for each and every kid' (PEEK). Teachers and partners share professional learning through collaborative working, for example through Active schools. Staff are proactive in sourcing funding from a variety of agencies, for example in securing a grant to develop the school library. As a result, effective partnership working is having a significantly positive impact on providing supportive learning experiences for children across the school.

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

- All staff know children and families very well and work hard to create a calm, nurturing and caring ethos. Children are well-mannered, friendly towards visitors and proud of their school. Relationships across the school community are positive, respectful and reflect the school's values well. As a result, almost all children feel they are cared for and supported well at school. They speak positively about a range of praise strategies that motivate them in their learning. These strategies include star of the month, pupil of the day and the compliments card. They support children to feel valued and respected.
- When children get the opportunity to lead their learning, they are motivated, engaged and work confidently during tasks and activities. This includes working independently, working with their peers and participating in class discussions. Teachers should continue to support children to understand and articulate the skills they are developing. This will help them identify how to improve and take increasing responsibility for their learning.
- Children engage enthusiastically in 'How good is our classroom?' conversations. These conversations gather children's views on their learning. As a result, staff are effective in matching activities to individual needs and interests. In most lessons, teachers match learning experiences to children's needs well. In a few lessons, tasks and activities could be more demanding for children to experience higher levels of challenge. This will ensure better outcomes for all children, including the highest attaining.
- In almost all lessons, teachers provide clear and helpful explanations and instructions. They ensure that the purpose and outcomes of the lesson are displayed clearly and referred to throughout the lesson. Teachers use plenary sessions well to reinforce key learning points and set up the learning focus for the next lesson. In a few classes, children and their teachers create measures to judge how they will be successful in their learning. Teachers should ensure that learners create outcomes in their own words more regularly, so they understand fully what success looks like.
- The development of a learning and teaching policy, as planned, will support a shared understanding of high-quality learning and teaching across the school. Staff should continue to engage in professional learning and reading to develop their practice further.
- Teachers use digital technologies creatively across the curriculum to enhance children's learning. For example, children use software applications to create surveys, summarise books and edit their work. Children in P7 talk positively about using school devices to complete homework tasks at home. They act as digital leaders to provide effective support for digital literacy within classrooms across the school.

- Staff support children to make effective use of a wide range of outdoor learning environments, including a local woodland and community garden. Staff use the school grounds to provide positive opportunities to consolidate and extend curriculum learning. They should continue with plans to develop outdoor learning spaces further to enrich learning for all children.
- Staff have identified learning through play and direct teaching as an area of focus and development across P1 to P3. Through ongoing professional learning and dialogue, they are gaining a shared understanding of learning through play and the role of the adult in the learning environment. Staff should continue to evaluate their approach, considering the balance between planned direct teaching of groups and play opportunities. This would help ensure they continue to build on their successes and ensure improved outcomes for learners.
- Senior leaders use the PEF allocation appropriately to build capacity within the staff team and provide additional staff for targeted work. Support staff work effectively with class teachers to provide valuable focused individual and group interventions for children. This is helping more children experience success in learning in literacy, numeracy and health and wellbeing.
- Teachers' plan learning effectively following the 'Glasgow Counts' and 'Literacy for all' frameworks for guidance. They use National Benchmarks increasingly when planning assessment opportunities using a 'make, say, do and write' approach in the planning process. This includes a variety of standardised assessments to support teachers' understanding of where children are in their learning and how they can plan for their progress. Formative assessment approaches are evident in most classes. Children use these approaches confidently to evaluate their learning. Children create 'How good is our class' big books to allow them to reflect on their learning weekly. They add notes of what they are good at, what they need to improve and how they will do this. Staff should support them to evaluate and record their success in improvement.
- Teachers carry out ongoing assessment during almost all classes to support children's understanding and move their learning forward. They do this very effectively in a few classes using digital technology. For example, to cast children's work on to the whiteboard and discuss success and next steps at mid-points in a lesson. As a result, most children speak confidently about what they are learning and how to be successful.
- In the majority of classes, teachers give oral and written feedback to children regarding the success of their learning. Oral feedback is effective and helps children's understanding. Children are developing skills in peer assessment. As their confidence grows, they are beginning to share evaluative feedback. They use self-assessment by applying higher order thinking skills in reading, for example. Most children use formative assessment strategies confidently to evaluate their learning. Teachers act on children's self-assessment and give good support to those who need additional explanations to aid understanding.
- Senior leaders meet regularly with staff to identify and evaluate interventions to support children who are not achieving as expected. Teachers are growing in confidence in using the 'fact, story, action' approach to analyse their class data and plan children's next steps in learning. Senior leaders track identified cohorts of children carefully to ensure they are making appropriate progress in their learning.
- All teachers engage well in moderation activities to support their professional judgement on achievement of a level. They undertake moderation activities with colleagues from schools and nurseries in their learning community to develop a shared understanding of progression within a level. Teachers should now share examples of effective written feedback through the

school's moderation activities. This will support greater consistency in the quality of feedback given to children about their work.

2.2 Curriculum: Learning pathways

- Senior leaders and staff have recently developed more consistent and manageable approaches to planning learning pathways across all curricular areas. These take account of Curriculum for Excellence experiences and outcomes and the National Benchmarks. These approaches are helping teachers to ensure planned learning experiences build on children`s prior learning and skills. In this way they support appropriate progression for all children.
- Staff work very well in partnership with a wide range of community agencies and companies to enhance the curriculum for children. These include Active Schools, PEEK, Caledonian Club and the Educational Psychology Service. Children are developing their knowledge of the world of work through playful learning, enquiry and enterprising experiences.
- Children receive their entitlement to Religious Education (RE) each week. RE and Observance are used creatively to support the school`s work around inclusion and diversity. Children learn French and Scots as part of their languages programme. Teachers follow progressive learning pathways to ensure that children build on prior learning.
- All children receive their entitlement to two hours Physical Education (PE). Commendably, the school has received the `Glasgow Sports Award` in recognition of their work to promote sport, physical activity and the wellbeing of their children.
- Children access a range of fiction and non-fiction books through their class reading area, whole school library and digital books. Staff are committed to promoting a `love for reading` culture across the school. They have purchased an online reading app to support children to access to a wide range of texts to read at home. Staff are in the process of developing plans in partnership with children to secure funding to improve their school library further.

2.7 Partnerships: Impact on learners – parental engagement

- The school has a newly formed parent council. They are in the early stages of reviewing approaches to support the school effectively. The parent council communicates with the wider parent body using social media. They recently organised a presentation facilitated by a local councillor and senior leaders on Relationships, Sexual Health education. This was well attended and helped to reassure parents about the value of the programme. Senior Leaders work with the parent council and wider parent body to encourage further collaboration with the school. They are now encouraging more parents to support their children's learning and adopt a more ambitious and aspirational outlook. Staff have reinstated opportunities for parents and children to learn together. For example, 'Playing with Sounds', where parents are given examples of how to support children in rhyme and phonics. Parents are invested in the recent improvements in behaviour management.

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. At the time of the inspection, there were no identified areas for development.

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

- Staff use daily check-ins very effectively to monitor the wellbeing of children across the school. This is helping them to gather information about children to inform planning and interventions. It is also supporting children to use the language of the wellbeing indicators. As a result, most children speak confidently about their wellbeing and describe the support they get from staff. Almost all children feel that staff listen to them well and are confident that they will get the help they need. A few learners explain how to improve their own wellbeing, for example using designated calm zones and self-regulation strategies. Children in the upper stages describe a range of support available to them, for example from the counsellor or partners in the wider community.
- Almost all children report feeling safe in school. They describe what it means to be safe and explain how staff, such as playground supervisors, help them to be safe. They recognise that their classroom is a safe place to make mistakes. This is leading to more children displaying a growth mindset and becoming more confident learners. Staff and partners help children to understand how to be safe in the classroom, playground and wider community. Children describe how they are supported appropriately at each stage to manage risk and develop resilience.
- Staff and children are respectful and courteous to each other and display a strong sense of belonging to the school community. Children know that staff care about them. They report that they have at least one trusted adult that they would go to for support if they had any wellbeing issues. Staff and partners have worked very well over the past year to adapt the school environment to become calm and supportive. Staff identify dedicated spaces in which individualised support for identified children is provided effectively. Staff and partners plan a range of targeted interventions and universal supports well to ensure strategies are applied consistently and evaluated robustly. This collaborative approach has made a significant impact on improving children's engagement in school and behaviours in a short space of time.
- Children are learning how to be healthy through a progressive health and wellbeing curriculum. They have regular outdoor learning experiences such as Forest Schools and opportunities to take part in an extensive range of sports clubs run by staff and partners. Children are well supported to be more active and develop their understanding of the benefits to physical and mental health. They learn about healthy eating and understand the importance of this to develop a healthy body to fulfil their potential.
- Staff are proactive in seeking out a range of partners to work with children and their families to improve wellbeing. Partners have a developed awareness of the socio-economic context of the school community and how poverty is impacting on the wellbeing of many families within the community. They are aware of school priorities and plan their interventions to take account of the individual needs of children and families. Senior leaders use PEF to engage

community partners such as PEEK. These partners support individuals and groups across the school to offer play and art activities in school and during holiday periods. Children report that being involved in this project has developed confidence, friendships, resilience and listening skills. The Educational Psychology service supports staff through consultation and engagement with individuals which is improving children's emotional regulation. Senior leaders regularly review the work with partners through joint planning meetings. They report that most learners supported by partners are improving their attendance and progressing with their learning.

- Senior leaders support staff well through appropriate professional learning to understand and fulfil their statutory duties. They have a good understanding of the guidance and requirements to get it right for every child. All staff demonstrate a thorough knowledge of children's needs and their family circumstances.
- Senior leaders share regular updates on children who have additional support needs or are care experienced. Staff track the progress of these learners robustly and meet regularly to plan appropriate interventions using the local authority staged intervention approach. Staff use the Wellbeing Assessment Plans to record needs and co-ordinate multi-agency support. In classes, teachers ensure children who require support with their learning, experience activities well matched to their needs. Children who require additional support with their learning feel that they get appropriate help and parents of these children report that their child is well supported by staff. Consequently, children with additional support needs are making good progress in their learning.
- Senior leaders have developed an attendance action plan to support all children to benefit from school. They should continue to explore the factors affecting attendance and late-coming with the support of the local authority and partners. This will inform effective partnership working to address specific issues and provide appropriate support for children and families.
- The school updated their anti-bullying policy recently to take account of the latest national guidance. Children feel that incidents are few and infrequent and staff respond quickly to any that occur. All bullying incidents are recorded appropriately.
- Children benefit from a range of opportunities throughout the curriculum to learn about diversity and equality. Almost all children feel that staff help them to understand and respect others. They help children to learn about other groups with protected characteristics and can explain how they have greater awareness and understanding of others who might be different from them. This results in children feeling respected and included in school.
- Staff report that many children struggled to readjust to school routines after periods of remote learning. Senior leaders introduced a new relationships policy to promote positive behaviour and staff undertook relevant professional learning in nurture and restorative approaches. As a result, almost all children feel that the school helps them to take responsibility for their own behaviour. Staff and children feel that the restorative approach by staff is improving relationships between peers. Children report that they experience a nurturing approach through the 'Camstradden Cares' values. They feel this recognises their rights and dignity, which helps them to understand the expectations in the school code of conduct.
- Staff evidence how their strategies to improve inclusion have reduced anxiety for children and increased their attendance and engagement. These strategies include the relationships policy, professional learning on nurture, the local authority nurture base and the 'Acorn base' As a result children are more able to develop routines and maximise learning time. Overall,

this has led to more children being more engaged in school, with no formal exclusions since the 2020-21 session.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is satisfactory. Senior leaders and staff have taken very positive steps to support children to make better progress in literacy and numeracy. As a result, children's attainment in literacy and numeracy is improving significantly. The majority of children are on track to achieve Curriculum for Excellence levels in literacy and numeracy at all stages by the end of the school session. Children who have additional support needs are benefitting from wide-ranging support which is helping almost all to make progress from prior levels of attainment.
- Staff's predictions for the end of session 2022/23 show that attainment is expected to rise across literacy and numeracy. Inspection activity indicates that these expectations are based on sound evidence. Children's progress in writing is still variable. Staff have introduced new approaches to teaching writing. There are early indications that this is having a positive impact on children's progress.

Attainment in literacy and English

- Overall, the majority of children are making good progress in literacy and English. Staff have correctly identified raising attainment in writing as key area for school improvement. They have implemented effective strategies to support individuals develop their writing skills.

Listening and talking

- Overall, children are making good progress in listening and talking. Most children listen well to their teachers and follow instructions. A few children become disengaged when listening as a whole class. At early level, children develop skills in taking turns when listening and talking in groups. They should continue to build their communication skills and expand their vocabulary through play and focused activities. Most children at first level ask and answer questions well to demonstrate understanding. A few children need prompting to listen effectively to others and respect their viewpoints. At second level, most children contribute to discussion well, sharing information, opinions and relevant ideas. Children should continue to have opportunities to apply their talking and listening skills in a range of contexts to raise attainment in this area.

Reading

- Overall, children are making good progress in reading. At early level, children build their reading skills by learning initial sounds. A few children blend sounds together to read simple words. Most children use pictorial clues to retell familiar stories and predict what might happen next. At first level, children talk confidently about texts, using contextual clues to predict what might happen next. When reading aloud, most children use strategies well to read unfamiliar text. Children working at second level speak enthusiastically about the novels they choose to read for enjoyment and summarise these well.

Writing

- Overall, children are making satisfactory progress in writing. At early level, children are learning to form letters. A few children are beginning to write their own sentence with support. The majority of children at first level explain and use key features of a range of writing genres. They make effective use of planning techniques to structure extended writing. They use a range of openers and connectives to engage the reader. At second level, the majority of children organise ideas in a logical way and use vocabulary appropriate to purpose, when writing to persuade. The majority of children can discuss confidently the appropriate use of punctuation. Across the school, children would benefit from the opportunity to use feedback provided to improve their writing, for example, through redrafting and editing.

Numeracy and mathematics

- Overall, the majority of children are making good progress in almost all areas of numeracy and mathematics. Across the school, children use a range of strategies to undertake mental mathematics calculations very well.

Number, money and measure

- Children working at early level identify numbers to 10 and count totals to 10 accurately. Most children who have achieved first level in numeracy demonstrate a sound understanding of number processes. They double and round numbers to 100 confidently and count forwards and backwards in twos, fives and 10s to 100. They read, write and order numbers to 1,000. Children calculate one quarter, one third and one half of whole numbers with ease. Using a range of coins, they identify different ways to make the same total to £10.00 and give the correct change from £10. Children on track to achieve second level, show a good understanding of rounding numbers to 100,000. They round decimal fractions to the nearest whole number to two decimal places. Children demonstrate a good understanding of addition, subtraction, multiplication and division operations. They use their knowledge of common fractions, decimal fractions and percentages to solve problems effectively.
- Children at early level are learning the days of the week and months of the year. There is a need for children working who have recently achieved first level to revisit their prior learning on telling the time using an analogue clock. They are not yet confident in identifying, half past, quarter to and quarter past. The majority of children on track to achieve second level read 12 hour and 24-hour notation and convert between the two. They calculate the durations of times in hours and minutes. A few children on track to achieve second level would benefit from revisiting prior learning on telling the time.

Shape, position and movement

- Most children at first level identify different three-dimensional objects correctly. A few are not so confident recalling the names of two-dimensional shapes such as pentagon and octagon. Children who are well on track to achieve second level, identify a range of two-dimensional shapes and three-dimensional objects. A few children describe confidently further properties of three-dimensional objects. The majority are confident in calculating the area and perimeter of shapes and identify and describe a range of angles successfully.

Information handling

- Children working at first and second levels explain how they have used information handling skills to share and display information. They identify different ways of collecting and sharing data, such as using surveys or tally marks. Children at first level explore how to share information using bar charts and concrete materials. At second level, children use digital technology to create tables and pie charts to organise and share information.

Attainment over time

- Children's attainment has been adversely impacted by the pandemic, particularly in reading and writing. The level of children's engagement with remote learning during periods of school closure was very low. Despite these challenges, children are making good progress in their learning overall.
- Senior leaders have developed a comprehensive picture of children's attainment data over time. The 'golden thread' document is used well by staff to ensure they have a good understanding of each child's learning journey. In the last few years, senior leaders and staff have rightly focused on establishing a calm and purposeful learning climate. This is supporting children to engage more fully and positively with learning. This, in turn, is helping to accelerate children's progress as they move across stages. In addition, senior leaders and staff are making very effective use of the tracking and monitoring tool, 'Fact, Story, Action' to meticulously track children's progress and identify appropriate next steps. All staff are aspirational for the children in Camstradden Primary School. They all play a valuable role in helping to raise attainment for all children.
- Teachers are becoming more skilled in the use of National Benchmarks to support their professional judgements about children's achievement of a level. They benefit from opportunities to develop a shared understanding of standards with colleagues within and out with the school.

Overall quality of learner's achievements

- Children's achievements are celebrated across the life and work of the school, for example through house points, awards at assembly, individual praise and feedback from teachers. Their wider achievements are celebrated and recognised as part of the newly established Camstradden Go Getters Awards. Staff track and record all children's achievements using the school's monitoring and tracking tool. Across the school, staff have established attractive areas which display children's achievements in writing and numeracy. Children are very proud of their successes. They share their learning confidently with their parents and carers using a digital platform.
- Children have different opportunities to enjoy success across all areas of school life. They are encouraged to develop their leadership skills across a wide range of contexts, including pupil leadership groups and school clubs. Older children are encouraged to choose contexts which can help develop their leadership skills. For example, a few children in P7 are leading dance lessons as part of physical education. They can articulate the skills they are developing well.
- Children enjoy success as part of their participation in an extensive range of school clubs. These include sporting and cultural opportunities. All classes plan for and lead at least one enterprise project each session, for example, the Christmas fair.

Equity for all learners

- Senior leaders have consulted with children, parents and staff to help inform how they use PEF. Almost all children living within SIMD 1 have targeted supports in place. Senior leaders along with the local authority, have identified stretch aims for specific children. They are already making good progress in achieving these aims. Their decisions on allocating additional funding are evidence-based and the impact closely monitored and evaluated.
- Senior leaders and staff have a very good understanding of their school context. They are fully aware each child's personal circumstances and the potential barriers they may face to learning. They make effective use of the wide range of data they have gathered to monitor children's progress and to identify poverty-related attainment gaps. As a result, they provide timely and

effective support to ensure all children make the best possible progress. This includes, for example, the nurture and wellbeing provisions, targeted intervention groups and additional staffing in classes. There is clear evidence that these interventions and approaches are accelerating children's progress in literacy and numeracy. Staff demonstrate a very clear commitment to improving the life chances of all children.

- Staff make very effective use of a wide range of partnership work to help children who require support with social and emotional needs. For example, a counselling service and play therapy.
- Senior leaders and staff are acutely aware of the impact COVID-19 and the rising cost of living are having on their school community. They work with different partners to help provide food and clothing to a significant number of families. Staff also ensure that all school trips incur no cost.
- Across the school, staff demonstrate great care and compassion for their learners and families. They have engaged successfully in a wide range of high-quality professional learning related to wellbeing and the impact of adverse childhood experiences. As a result, they are providing effective, bespoke support for a significant number of children and families.
- The senior leadership team and school staff recognise the need to improve school attendance to raise attainment. The acting headteacher has already taken very positive steps to address this. She is working closely with partners such as social work and the home school link worker to support identified children and families. As a result, school attendance is improving.

Practice worth sharing more widely

The Acorn base

The Acorn base is a dedicated wellbeing space designed to offer small groups of children a safe space to receive targeted support to re-establish the routines and skills required in their class. It was set up at the initiative of a class teacher, principal teacher, Educational Psychologist and Active sports co-ordinator. They have secured the support of a wide range of partners to ensure the effectiveness of this provision. Staff adapt national planning tools, such as the Circle Participation Scale, to identify and address individual needs. They track the wellbeing and learning progress of these individuals and work with their class teacher to maintain a continuity of learning with their class. Class teachers report that this liaison gives them more strategies to support these learners once they return to class. Children speak positively about the skills they develop while taking part in this provision. For example, they note that this is a safe space to develop friendships and to participate in smaller clubs for sport and outdoor learning. Staff have strengthened relationships with parents as they work together to devise strategies to respond to distressed behaviour. This means that these children receive a consistent response from staff and their parents which is helping these learners to better regulate their emotions and improve communication. Staff evaluate the difference that this intervention is making. They report that there are improvements in children's self-regulation, interactions with peers and relationships with adults. Children note improvements in their confidence and concentration when back in class.

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.