

# Summarised inspection findings

**Stirling Inclusion Support Service**

Stirling Council

5 November 2024

## Key contextual information

School name	Stirling Inclusion Support Service
Council:	Stirling Council
SEED number:	Primary 5720540 Secondary 5720648
Roll (June 24):	23

Stirling Inclusion Support Service (SISS) is a specialist provision that directly supports 23 primary and secondary aged children and young people from across Stirling Council. All children and young people have additional support needs including social, emotional, and behavioural needs. The multi-disciplinary staff team consists of teachers, inclusion support workers (ISWs), sport ISWs, a family support worker, support for learning assistants and administration staff. Staff work in three bases in the Stirling area and in schools across the authority. The headteacher is supported by four principal teachers and an ISW team leader. This team is known as the extended leadership team (ELT).

The Millhall base is situated within Fallin Primary School and currently has six primary aged learners. The Chartershall base located in Whins of Milton currently has 11 secondary aged learners. The Riverside base in Stirling has six primary and secondary aged learners. Learners across all bases require a significant level of individualised planning and support.

SISS staff provide an outreach service. They support and offer advice to mainstream schools and early years settings across the authority. They deliver professional learning on approaches to problem solving and on targeted planning. SISS staff also work directly with children and young people in schools across Stirling Council.

All SISS placements are agreed via the 'getting it right for every child' (GIRFEC) Resource Group and all learners remain on the role of their mainstream school.

### 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 highly effective headteacher has a clear vision for the development of the school and outreach service. She provides very strong leadership which underpins the professional dedication of all staff. All members of the ELT value and promote a positive and encouraging school ethos. Staff work collaboratively to provide a highly nurturing environment across all three bases and through outreach. They demonstrate an engaging, caring, and supportive approach towards all children and young people. Staff have confidence in the ELT. They are approachable, caring, and accessible. The ELT works collaboratively to provide highly effective leadership. They have established a culture of reflection and self-evaluation across the school and outreach service. The ELT support staff within SISS and across the authority well to take forward improvement priorities, particularly around promoting trauma-informed practice. Working with the whole school community and across the education authority, they successfully identify areas for development and strategies for improvement.
- The aims of the school and outreach service are that everyone in the school community should be safe in their environment, secure in their relationships and successful in their learning. These aims are well understood by children, young people and staff. The aims are communicated clearly to all children and young people through staff actions and in the planning of the school day. Children and young people say they feel safe. They trust and value staff and speak confidently about their achievements. The ELT promotes well the trauma-informed aims and values which permeate all practice. They have refreshed the vision and aims in recent years. In doing so, the ELT consulted widely with children, young people, and their families. Across the SISS community, they have successfully established a firm understanding of the relational and nurturing approach.
- All staff show a professional dedication to trauma-informed educational values and professional standards. Staff demonstrate leadership in a variety of areas across the curriculum. They undertake professional learning to enable them to support children and young people through effective targeted interventions. These include loss and bereavement sessions, therapeutic interventions and the Duke of Edinburgh's award scheme. Staff trained in neurodevelopmental-based therapies undertake specific assessments then work with partners in educational psychology to analyse the results. SISS staff subsequently provide important practical advice to schools and early years settings on how to support children and young people to self-regulate. A few staff undertake further study at post-graduate level to enhance their understanding of how best to support learners. All staff have professional training on how to support learners with specific additional support needs such as autism, attention deficit hyperactivity disorder and fetal alcohol spectrum disorder.
- Staff from SISS lead high quality professional learning sessions, providing very helpful universal advice and support to schools and early years settings across the authority. They advise teachers and practitioners on crisis intervention and promoting positive relationships

and behaviour. Schools and early years settings across the authority value this expertise and credit SISS with increasing their capacity for inclusion. The headteacher is a member of various authority wide planning groups. Collaborating with local authority officials, she has been instrumental in devising a smooth and effective referral and support-planning system. This provides appropriate targeted intervention for children and young people. It helps to reduce the numbers of children and young people who are excluded or educated outwith their mainstream school.

- The headteacher has introduced and developed models of practice such as the neurodevelopmentally-informed approach to help SISS staff understand learners' behaviour and functioning. These approaches are leading to a reduction in learners' dysregulation. There are clear improvements in learners' patterns of attendance when they begin their education at a SISS base and experience this trauma-informed approach. An increasing number of children and young people are returning to mainstream education or sustaining increased time in the school environment. Parents and carers attribute these improvements to the skill, knowledge and capacity within the SISS staff team. Parents and partners are extremely positive overall about the impact of SISS on learners. They acknowledge the positive effect which attending SISS has on children and young people's learning, mood, behaviour and educational progress.
- The ELT creates conditions where staff feel confident to initiate well-informed changes. Staff participate in a variety of extensive self-evaluation activities and contribute well to improvement planning. The ELT draws on evaluations from children, young people, families, staff and partners to plan changes at a well-considered, appropriate pace. The headteacher provides staff time for professional dialogue, collegiate learning and self-evaluation.
- The headteacher strives to understand any significant trends by analysing a wealth of data and evidence. The ELT tracks children and young people's engagement and progress, comparing it to data gathered before attending SISS. The headteacher can clearly evidence improvements in children's engagement with education pre and post attendance at SISS. Data is available for learners attending full-time at SISS and for children and young people accessing outreach services and still attending mainstream schools. For example, staff collect detailed information on the number of significant incidents which learners are involved in. These are incidents where learners become dysregulated. SISS data shows that serious incidents reported to the authority by schools receiving support from SISS are decreasing.
- The strong leadership and vision of the ELT has a clear positive impact on children and young people attending SISS bases. Their approach has also had a very positive influence on how staff work with children and young people with social and emotional needs across the authority. The ELT now need to secure further improvements in children and young people's attainment. They need to capture and record the incremental progress which children and young people are making across the curriculum, including improvements in targets such as social and emotional skills. For a few children and young people, the ELT should consider capturing the progress children and young people make against their planned learning, rather than against levels expected nationally. This data will help teachers evidence incremental progress and plan next steps in learning.
- A few children and young people talk about when they have demonstrated leadership skills, however these are not yet well developed or leading to significant change. As planned, the headteacher should increase the range and quality of leadership opportunities for children and young people.

## 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

- In the primary, secondary and outreach service, staff have established a positive, rights-based ethos. This is built around the shared aim of providing learning environments which are safe, secure, and successful. Staff and learners within the bases enjoy warm, purposeful relationships and this has a positive impact on learning. Across the school and outreach service, staff provide caring, attentive support which helps children and young people to regulate their behaviour and effectively engage in planned learning activities. In both the primary and secondary bases, teachers and support staff are sensitive to the needs of learners and are flexible in their approach.
- Children and young people benefit from personalised learning experiences. Staff have detailed knowledge of the children and young people in their care and use this knowledge to engage them in learning. At primary stages, staff select materials and plan play-based learning activities based on the interests of children. For example, teachers use children's curiosity about animals to develop literacy and numeracy activities. Staff use a similar approach at secondary stages, where they personalise aspects of the curriculum to meet the interests of individual young people. For example, if a young person is interested in aeroplanes, topics include learning about aviation across different curricular areas. As a result, children and young people are benefiting from meaningful, planned personalisation of learning. Staff should consider how they can build on this positive approach, by providing more opportunities for children and young people to work together in pairs or groups. This will help children and young people to develop their shared interests and improve their collaborative, communicative and social skills.
- Staff in SISS provide a comprehensive programme for children and young people to access learning in the local community. They plan extensive opportunities for wider achievement including work experience activities and college placements for young people in the senior phase. Staff ensure that experiential learning is recognised and accredited and learners enjoy success and develop confidence and a sense of responsibility. This is improving children and young people's attitude to learning. Across the school, staff use partners to enrich the planned experiences of learners. Children and young people are transferring skills learned in school to new contexts. They are also developing an appreciation of their community. At secondary stages, young people are gaining accreditation and speak positively about their achievements. Staff should continue to develop a structured, more progressive framework for young people to benefit from these experiences. This will help provide a greater degree of challenge for learners and encourage them to achieve at higher levels.
- Teachers and ISWs should improve how they work together to develop robust approaches to record and track children and young people's progress and skills development. As they develop these approaches, staff should help young people understand the links between what they are learning with teachers and with ISWs.

- The ELT has taken positive action to ensure that there is a high level of consistency in the quality of teaching across the school. This is evident at both primary and secondary stages. Lessons are well structured with appropriate pace and learners benefit from established routines. Teachers and support staff are successful in encouraging learners to engage in tasks, providing one-to-one support as appropriate.
- Staff adopt an intensive approach to teaching and learning. Most children and young people engage well in learning activities delivered to them individually or in small groups. However, a minority spend almost all their learning time on their own with staff. This approach restricts opportunities for these learners to develop social and collaborative skills. The ELT should continue to monitor closely plans for children and young people to safely work and play with an appropriate peer group.
- Staff have created frequent opportunities to share practice across SISS and as a result, there is a common approach to teaching strategies. An example of this is how staff manage questioning. Staff are skilled in their use of questioning and use this to promote curiosity and engagement in learners. They adopt a conversational manner to encourage children and young people to reflect on and consider what they have learned. Staff provide learners with valuable opportunities to develop their thinking and problem-solving skills. There is also consistency in the digital learning which children and young people receive. The lead teacher for digital learning helps to plan interesting and playful coding lessons for children and young people across the school. They also coordinate the use of technology to monitor and record children and young people's progress. As planned, teachers and ISWs should use this collaborative approach to record and monitor the skills which learners are developing. This will help staff to plan more progressive skills-based learning.
- Staff understand well children and young people's individual learning needs and reflect this in planning. They have detailed knowledge of the children and young people they teach. They develop learner profiles and use these to support effective teaching. Staff tailor learning to meet the individual needs of children and young people. At both primary and secondary stages, there are opportunities for learners to choose activities within the lesson and personalise their learning. Together with positive teaching approaches, this supports most children and young people to engage with learning and remain on task. In a minority of lessons, teachers need to increase the level of challenge. Teachers should continue to use their sound knowledge of children and young people to ensure there is appropriate support and challenge in all learning activities.
- SISS staff effectively employ a range of assessments to identify the needs of learners and plan next steps. On entering SISS, children and young people undertake initial baseline assessments to identify clearly their current levels of attainment and any gaps in learning. Teachers use these assessments well to plan interventions and educational programmes to meet the needs of learners. Subsequently, staff meet frequently to review assessment data. Within a planned framework, they evaluate, analyse, and discuss assessment approaches. As a result, they gather valuable information on the needs of learners, which supports planning well.
- Within the classroom, teachers use appropriate assessment approaches including both formative and summative assessments. Staff meet regularly to review assessment evidence. As a result, teacher judgements are valid and reliable. Staff across SISS engage in moderation activities and are in the process of developing external partnerships. The ELT have correctly identified that further links with other schools will give increased confidence to teachers when assessing against the national standards. The ELT should explore using their partnerships with other local authority schools to facilitate this.

- The ELT has taken positive action to lead staff in developing an effective planning, tracking, and monitoring framework. There is extensive planning which provides a comprehensive overview of the needs of learners. Staff use the Child / Young Person's Action Plan when engaging with external partners. In both primary and secondary, the detailed Learner Overviews capture learning profiles, personalised strategies, and barriers to learning. Children and young people's opinions are central to the plans that staff make to support them. The school's Person-Centred Planning approach ensures that staff consider children and young people's views and that these views are influential. Staff use this data to plan effective interventions and next steps in learning. Teachers should now refine the current framework to make sure that they are able to evidence the incremental progress that learners are making over time. There is also a need to plan, track and monitor more robustly children and young people's learning with ISWs. This will provide more detailed information about the progress children and young people are making and the skills they are developing across different contexts.
- The ELT need to consider the length and design of the school week in the secondary setting to ensure that all young people receive full access to planned, progressive, high-quality teaching and learning.
- Staff have created nurturing, caring relationships across SISS. They are sensitive to the needs of children and young people, which has a positive impact on behaviour, learning and engagement. Alongside caring and attentive support, staff have detailed knowledge of the learning profiles of all children and young people. As a result, they access high-quality support to remain on task during learning activities. A few children and young people display serious disruptive behaviour. Staff deal with dysregulated behaviours in an appropriate, well-balanced manner and this enables children and young people to re-engage quickly with learning.

## 2.2 Curriculum: Learning pathways

- Staff have developed a curriculum rationale that captures the context of the school very well. Staff have a shared understanding of how the school curriculum plans to meet children and young people's needs. The values of 'safe, secure and successful' underpin the curriculum effectively. Staff have a clear understanding of the school's values and how they inform planning for children and young people's learning. Teachers and ISWs design each child and young person's curriculum bespoke to their individual needs and circumstances. The curriculum is designed to ensure children and young people have a say in what and how they will learn. As a result, most children and young people enjoy their learning and can describe the progress they are making.
- Teachers and ISWs are creative in designing individual learning pathways for each child and young person. They use their well-developed knowledge of each learner's interests to provide meaningful learning opportunities to promote learner's engagement. Staff have established partnerships with a wide range of local community facilities, including local mainstream schools. These enhance learning pathways by providing opportunities for children and young people to learn in a range of contexts and settings beyond SISS.
- In the primary stages, staff are developing approaches to the use of play to support children to practice skills in a range of contexts. This is in line with national guidance around play pedagogy. Children work well in very small groups with the aim of improving their ability to manage their emotions and work collaboratively with larger groups of children.
- Staff support primary aged children well to access their local library and obtain library cards. They support children to understand the range of services available there. For example, staff help children search for a book they might like to read. Young people in the secondary stages access books mostly through texts in their classroom. Staff should consider how they could support secondary aged young people more effectively to use their local library.
- In the secondary stages, young people experience a range of opportunities to develop their skills for learning, life, and work, including work placements. Young people can undertake a tenancy award with learners from other schools to prepare them for life beyond school. Learners are supported well to make positive transitions to college. A few children and young people successfully return to mainstream education or participate in carefully selected mainstream lessons. The ELT should consider how they might increase the range of qualifications on offer to young people at the senior phase. They should work with mainstream schools to support young people to improve their attainment across a wider range of subject areas and at higher levels.
- The ELT have developed a numeracy pathway for Curriculum for Excellence first and second level numeracy. They have trialled its use with a few children and young people at the broad general education (BGE). Staff are reviewing how effectively the numeracy pathway reflects the school's context. The ELT should continue to develop how staff use pathways in all curricular areas. This will help ensure children and young people's learning is progressive, builds on prior learning and leads to increased attainment in the senior phase.
- The ELT should review how staff ensure depth of learning as children and young people progress through the school. There needs to be a wider variety of accredited courses which cater for young people's emerging interests and talents. They should also ensure that all children and young people receive their entitlement to planned, progressive physical education.

## 2.7 Partnerships: Impact on learners – parental engagement

- Overall, staff work very effectively with parents and families. This is helping families to cope with the impact of developmental trauma, and is promoting positive relationships between, families, staff and children and young people.
- Parents and carers are increasingly involved in the life of the school. In pre-inspection questionnaires, parents are extremely positive about the work of the school. Almost all parents report strong and effective relationships with the school. Parents appreciate the dedication of the staff and the high levels of empathy surrounding the needs of their child. SISS staff share individualised, planned strategies with families. This supports families to use the positive behaviour management strategies that are working well in the school setting. This promotes more positive parenting experiences and increases parental involvement with the school.
- In conjunction with the family support worker, the ELT plans enjoyable and well received holiday programmes for children and families. SISS staff consult parents and carers while planning the activities and evaluate their success to help ensure that the uptake remains high. During the Easter 2023 break, they successfully provided a seven-day programme of 13 sessions based on families' availability and interests. These were valuable whole-family activities including grandparents and siblings. To increase equity, staff offered individual sessions to families who were unable to participate in group activities. 92% of planned activities were attended by families as scheduled. Children, young people, and their families provided feedback on the positive impact of the activities and trips. They commented on how the support of other adults made it easier to access new experiences by removing the financial barriers and by providing transport. This is helping children, young people and families access support and remain connected with SISS over holiday periods.

## 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

- Staff have an accurate and shared understanding of children and young people's needs. This is informed by a robust needs-assessment framework, strong relationships and continual professional dialogue between children, staff and partners. Children and young people experience a warm and welcoming ethos and staff are compassionate and informed in their approach. This positive atmosphere helps almost all learners and their families experience improved outcomes. Most children and young people increase attendance and engagement in learning through their placement at the school. There is effective planning by staff to support learners. This results in most children and young people accessing their learning very well.
- Children and young people understand and can explain their rights and the importance of respecting the rights of others. They say they are treated with respect and fairness by staff across SISS. During the last academic session, children and young people had access to a children's rights officer and staff regularly focus on rights-based learning during lessons.
- In the primary setting, staff include children and young people in planning well-organised structures and routines. This helps children understand and engage with their daily timetables and learning. Teachers plan high-quality, personalised, learning through play which supports children's skills development, social interactions and ability to manage transitions. This predictable and adapted approach is developing children and young people's wellbeing.
- Within the secondary setting, key teachers schedule time for breakfast and emotional regulation with young people on their arrival to school each morning. This nurturing practice helps young people to establish readiness for the school day.
- Children and young people feel safe in school and when being supported by staff outside of school. They can identify key adults they can speak to when needed and know how to seek support. This is helping children and young people to seek assistance and advice independently.
- Most children and young people are engaging in health promoting strategies based on the wellbeing indicators to support and improve their wellbeing, for example participation in sport or scheduled activities with peers. A few young people are resistant to planned physical education. Staff should continue to promote and encourage ways to engage young people in this aspect of the curriculum.
- Children and young people benefit from a relevant and responsive personal, social and health education (PSHE) programme. Staff design the PSHE curriculum, and individual intervention strategies, with the specific context of the school in mind. Staff take relevant and current issues and address these within lessons. Examples include digital safety, bullying, health, and

nutrition. This ensures that children and young people are well informed to make positive and safer choices.

- Children and young people contribute to the development of the PSHE programme. For example, they have requested and gained input from emergency services. This is supporting children and young people to feel included, and to value and appreciate those who help in the community. A minority of young people in the secondary stages can discuss the skills they have gained and apply them independently. Staff should now consider ways to support all children and young people to identify better their progress, skills and achievements in all aspects of their wellbeing.
- All staff access ongoing professional learning to support their understanding of legislative requirements. As a result, they have a strong understanding of their individual and shared responsibilities. Prior to placement at SISS, almost all children and young people experienced a degree of exclusion from mainstream settings. In a six-year period, there have been no recorded exclusions at SISS.
- All children and young people have a child's plan in place with an appropriate range of desired outcomes related to their additional support needs. This is helping to identify children and young people's areas of strength and development needs. The ELT instigates dialogue with local authority partners to ensure appropriate consideration is given to whether any looked after child or young person requires a Coordinated Support Plan. This is in line with statutory guidance and helps to further the rights of children and young people.
- A few children and young people display challenging behaviour at times as a result of their additional support needs. Staff are skilled in using appropriate de-escalation approaches in keeping with learners' identified needs. These approaches are recorded in their plans and reviewed regularly. However, recording processes require to be strengthened. The ELT need to develop recording systems further to support the robust monitoring of children and young people's support needs. The ELT must consistently include clear documentation of steps that staff take to de-escalate any situation when children or young people are highly dysregulated, including highlighting all instances when a physical intervention has taken place.
- Sport ISWs deliver valuable, personalised, experiential learning opportunities. These include access to a wide range of enjoyable activities such as climbing, golf, and inclusion football. As a result, a majority of children and young people are developing positive attitudes towards sport and physical fitness. However, a minority require more support to engage enthusiastically in physical activities.
- Staff provide a rich activity programme for children, young people and their families during holiday periods. This ensures that staff maintain contact with and offer support to learners and their families throughout these times. Parents say that meeting other families has been beneficial and that these activities create opportunities for their children to experience friendship and inclusion.
- A minority of children and young people return to their mainstream setting following a period of full-time support in one of the SISS bases. This demonstrates that these children and young people have developed skills and strategies to help them succeed in mainstream settings. They develop strategies to successfully regulate their behaviour and overcome specific social and emotional difficulties. These learners have sustained positive patterns of attendance at mainstream schools and are making good progress with their engagement and attainment.

- Outreach staff regularly deliver specialist input to local authority partners to enhance other schools' capacity to work with children and young people with additional support needs. This assists colleagues working in mainstream schools to support learners to overcome barriers to education. More learners with additional support needs are remaining engaged in mainstream education resulting in fewer educational placements outwith mainstream school.

### 3.2 Raising attainment and achievement

good

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

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

- Overall attendance has not yet recovered to pre-pandemic levels. Attendance for the whole school in 2018-19 was 91%. Since then, attendance has been around 80%. Attendance for session 2023-24 is 84%. The school's overall attendance is influenced negatively by the impact of a few children and young people who attend school on a part-time basis. Attendance in the primary settings in 2018-19 was 92%. In the intervening years this has been around 85%. Attendance for session 2023-24 is 93%. Attendance in the secondary settings in 2018-19 was 89%. By 2021-22 this had dropped to 65%. Attendance for session 2023-24 is 75%.
- Following the pandemic, the ELT worked with partners to assess the possible reasons for children and young people not attending school. This resulted in staff taking further steps to support children, young people, and their families to improve attendance. For example, changing daily routines to reduce children or young people's anxieties when first coming to school in the morning. As a result, children's attendance in the primary stages is now slightly higher than pre-pandemic levels. There remains a need for staff to support young people to improve attendance at the secondary stages.

#### Attainment in literacy and numeracy

- Overall, children and young people's progress from their prior levels of attainment in literacy and numeracy is good. A few learners are making very good progress in listening, talking, and reading.

#### Attainment in literacy and English

- Overall, children and young people's attainment in literacy and English is good.

#### Listening and talking

- Across the school, learners are developing their listening skills taking good account of their prior knowledge. Children at early level answer questions about what will happen next in a story. They share their thoughts and feelings about texts, relating them to personal experiences. At first level, children listen to recipes to make different foods. They share information on how to use chopsticks properly. At second level, children and young people recall and share information from books they have read. They distinguish between fact and fiction when learning about authors. Across the school, learners should develop further their skills in talking to a wider audience.

#### Reading

- At early level, children convey ideas and information in a range of ways. They use this information to reflect on their own experiences. At first level, children answer literal questions about texts. They choose different texts for enjoyment and read using an increasing number of common words. At second level, children and young people select non-fiction texts to find

information. They use skills such as scanning to help their reading. Across the school, learners should develop further their skills reading aloud.

## **Writing**

- Children at early level are developing their mark making skills. At first level, children write sentences to convey information. They are developing their skills in writing legibly and clearly. Children and young people at second level write at length to describe the features and characters in texts they have read. They write texts for a range of purposes. For example, writing letters to a relative. They spell most words accurately and use punctuation appropriately. Children and young people at second level consider the layout of their writing to capture the reader's attention. Across the school, teachers should continue to support children and young people to write at length.

## **Numeracy and mathematics**

- A majority of children and young people are making satisfactory progress in numeracy and mathematics. A few are making good or very good progress.

## **Number, money and measure**

- Children and young people use numeracy in activities within the classroom setting, developing skills in sequencing, measurement, and budgeting. Across all levels, children and young people access learning activities in outside spaces and real-life contexts. These should now be maximised to provide them with opportunities to apply their number skills practically. Across all levels, children and young people should have further opportunities to practice recording their working in paper or digital formats. This will allow them to see the progress they are making through the school year.

## **Shape, position and movement**

- Most children and young people identify and describe the properties of a range of two-dimensional shapes and three-dimensional objects. Appropriate to their stage of learning, they can describe accurately the properties of shapes such as angles and symmetry. Staff should continue to find ways to consolidate this learning across the curriculum.

## **Information handling**

- Overall, most children and young people identify suitable, stage appropriate ways to collect data, organise it in a chart and display it using bar graphs, line graphs and in tabular form. They develop these skills in practical contexts such as during enterprise activities. Staff should now increase opportunities to develop and extend children and young people's information handling skills using digital technologies.

## **Attainment over time**

- From analysis of the school's data, observations of children and young people's learning and reviewing their work, most children and young people are making good progress over time within the BGE. A few are making very good progress. The ELT regularly gather and analyse data on children and young people's progress in literacy, numeracy and health and wellbeing against Curriculum for Excellence levels. This provides accurate information of how well most children and young people are attaining. The current system does not yet provide sufficiently detailed information on a minority of children and young people's progress. For these learners, progress is limited to attaining within individual Curriculum for Excellence levels. The ELT should continue to develop their approaches to gathering information on learner's attainment further. They need to ensure the data they gather accurately reflects the progress of all learners.

- In the senior phase, almost all young people attain National Qualifications course awards and units at National 3 or 4. Young people gain qualifications in a range of curricular areas, such as mathematics, English, history, and physical education. Staff collaborate well with local mainstream schools to support a few young people to attain qualifications at National 5 and Higher level. A majority of young people attain national units through attending courses at the local college. These include units in electronics at National 4 level. The ELT should work with local mainstream schools to extend the breadth of National Qualifications which are available to young people. This will help ensure all young people attain as well as possible.
- Almost all young people leave the senior phase of education for a positive destination. This is often further study at college, a programme of work, or a job in the community. The school tracks young people's engagement in placements after leaving school. School staff, including the SISS family worker, offer support and signposting if a young person's original placement is unsuccessful.

## Achievements

- Children and young people achieve very well across the school's extensive programme of wider achievement activities. These include activities such as skiing, working on a local farm and developing an awareness of their local environment. Children and young people are developing effectively their problem-solving and team-working skills. Children and young people are increasingly resilient, confident and show empathy towards living things and each other. All children and young people's achievements are accredited where possible, through a range of recognised national award schemes. The number and quality of awards achieved by children and young people has increased significantly since 2021. Staff celebrate children and young people's wider achievements in respectful and appropriate ways. Children and young people are proud of their achievements and enjoy sharing these with their families and friends. Staff should continue with their plans to develop how they track and monitor the skills learners are developing through their wider achievements.
- Staff ensure all children and young people access a range of activities, which develop their social skills beyond their local environment. Staff support children and young people to attend live events such as concerts, and to participate in residential trips to outdoor education centres. These activities help children and young people develop their independent social and living skills beyond school. As a result, most children and young people are confident in new and unfamiliar settings.

## Equity

- The ELT has allocated pupil equity funding (PEF) to pay for additional staffing and bespoke learning experiences. These include a neurodevelopment specialist, a lead member of staff for health and wellbeing and a range of therapy experiences for children and young people. These resources are used effectively across all three bases, with all children and young people benefitting from PEF funded interventions in some capacity. Successful targeted interventions help to increase attendance and reduce incidence of pupil dysregulation for identified children and young people. The headteacher tracks the effectiveness of targeted interventions well. Although most children and young people achieve improved attendance upon being placed at SISS, in the secondary stages, pupil attendance is still below the national average. The ELT and staff should now aim to focus these interventions more specifically upon improving learners' attendance and attainment, particularly at the secondary stages.

## 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.