

Summarised inspection findings

Lochmaben Primary School

Dumfries and Galloway Council

20 June 2023

Key contextual information

Lochmaben Primary School and Nursery Class is a non-denominational school situated in the town of Lochmaben, in Dumfries and Galloway. At the time of inspection, there were 256 children across 10 classes. The school also has a nursery class and one of the local authority learning centres for children with additional support needs. Currently, 13 children attend the learning centre and 39 children attend the nursery.

Across the school, 18% of children are registered for free school meals, with 30% of children with an additional support need. The school's senior leadership team includes the headteacher, (acting) depute headteacher, principal teacher and nursery manager. The school catchment takes in a number of surrounding rural areas with 18% of children living outwith the catchment.

1.3 Leadership of change

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 headteacher and staff have created a warm and nurturing ethos at Lochmaben Primary School. The headteacher reviewed the vision, values and aims in session 2020/21 in consultation with children, staff and parents. The school values are courage, confidence, hardwork, honesty, trust, kind, caring and respect. They are meaningful and a central feature of the daily life and work of the school. The school community has a sound understanding of the purpose and relevance of the values to their own experiences. Children talk about how they can show the values through their actions.
- The headteacher and staff are very well respected across the school and wider community. They know children and their families well and place children's wellbeing and rights at the centre of all they do. Senior leaders work well together to provide strong pastoral leadership for children, staff and parents. Staff have fostered very positive relationships with children.
- Senior leaders and staff are committed to improving the school and outcomes for children. They have prioritised children's wellbeing and support for children to work and play together. They focus on children practising the social skills they may have missed as a result of COVID-19. There is clear evidence that staff's approach has been successful. Children are supportive of one another and proud to be part of the school. Staff have created an environment where children feel safe, included and valued.
- Senior leaders and staff have developed collaboratively a number of position statements and policies to improve the consistency of learning and teaching across the school. The guidance identifies the features of a good lesson that supports children to make progress in their learning. There has been a significant change recently to staffing across the school. As planned, senior leaders should now review the curriculum rationale and related position statements to ensure expectations for all staff are clear. They should consider streamlining

paperwork to make it easier for guidance to be implemented. This will support teachers to plan teaching experiences that meet the needs and abilities of all children.

- Senior leaders use a helpful quality assurance calendar to support them evaluate and monitor the work of the school. They involve all staff in reviewing improvement priorities and identifying support required to implement changes to learning and teaching successfully. Teachers are beginning to be more reflective when evaluating their practice. Senior leaders, with staff, use school attainment data to inform key areas for whole school improvement to increase children's outcomes in literacy and numeracy. Senior leaders should consider how to evaluate more regularly the progress the school is making with planned improvements. They should draw upon a wider range of evidence, such as whole school trends, identified as a result of classroom monitoring.
- Almost all teachers carry out small tests of change based on professional learning led by the leadership team. A few engage with educational research to support the implementation of new approaches. Teachers contribute to working groups to develop teaching approaches in literacy and numeracy. The headteacher takes good account of staff's skills and interests when supporting leadership opportunities. She supports staff to think carefully about the additional learning and responsibilities they have, linking them to school improvement. Senior leaders plan regular quality professional learning experiences. They support staff to engage in longer term professional learning such as the Froebel in Childhood Practice course. Teachers would benefit from leading professional learning to share effective practice with colleagues more regularly. This will develop further their approaches to learning and teaching.
- Senior leaders have identified rightly the need to improve the quality of teacher's practice in writing and numeracy to improve outcomes for children. They identify annual targets and plan professional learning well to support staff to implement effectively changes to teaching approaches. Senior leaders should now consider developing longer term strategic plans, identifying key actions and intended outcomes of improvement priorities. This will support them to ensure a consistent vision for school improvement and to identify clear measures of success. They should also plan to revisit curriculum developments regularly. This will support new and existing staff to have a consistent understanding about what high-quality learning and teaching looks like in key curriculum areas.
- Almost all teachers and learning assistants support children's leadership groups effectively. Almost all children recognise how the school helps them develop skills beyond the classroom through opportunities for clubs and leadership committees. Older children have a range of opportunities to take increasing responsibility for aspects of school life. They are enthusiastic about their roles as P1 buddies, playground leaders and house captains. Staff encourage children in P4 to P7 to be involved in committees linked to school improvement to enhance aspects of school life. This includes the focus on being healthy through work by the Healthy Heroes. Children talk well about the roles and responsibilities they have to ensure each committee is successful. They share how the work of each committee has improved children's experiences and understand the rationale behind their action plans. For example, the Pupil Council influenced successfully decisions about playground developments such as the installation of the trim trail. Committee members take responsibility for sharing updates with their classes and at assemblies as well as leading consultations on changes to the school. Children improve their confidence when talking to large groups and gain leadership and organisational skills through their committee roles. As a next step, senior leaders and staff should support children to recognise the leadership skills they develop as a result of these responsibilities. They should develop clear guidance using the Career Education Standard (3-18) and Meta Skills Toolkit to support children to reflect on the skills they develop as a result of these leadership experiences.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Children and staff show high levels of respect to each other. They demonstrate this in their kind and caring interactions in classes and the playground. Staff model the school values well and refer to them during lessons. Children receive star awards when they demonstrate the school values. Across all classes, positive relationships are a strong feature between staff and children and children and their peers. Children enjoy being part of the school and are supportive of one another. They are kind, caring and well-mannered and enjoy sharing their learning with parents and visitors.
- Staff understand the context of the school well. They engage regularly with professional learning which helps them to support children effectively, providing sensitive and well-timed support for those who require it. Staff and children work together to develop class charters and link displays to relevant articles from the United Nations Convention on the Rights of the Child. Children have a good understanding of their rights and talk about how this work positively influences their learning. Staff value the views and contributions of children. Staff and children have created an inclusive environment where everyone is celebrated as individuals.
- In most lessons, teachers share the purpose of each learning activity and help children to understand what success looks like. A few teachers encourage children to identify regularly what they need to do to be successful. In most lessons, teachers use a range of approaches such as 'think, pair, share' and 'no hands up' to encourage all children to contribute. In most lessons, children listen well to teachers' introductions and are motivated and engaged in their learning. In a few lessons, children need to be reminded to listen fully to instructions and the contributions of their peers.
- In the majority of lessons, teachers encourage children to contribute to class and group discussions. Most children interact well with their peers when given opportunities to work in pairs and groups. Teachers are beginning to provide opportunities for children to reflect on and make decisions about their learning. This is increasing children's ability to take responsibility for, and become more independent in, their learning. Overall, teachers use plenaries effectively to assess children's understanding of the lesson. Senior leaders should support teachers to share effective practice in this area. This will continue to improve the consistency of the structure of lessons for children as they move through the school.
- In most lessons, teachers plan well activities that meet the needs of children in literacy and numeracy. In a few lessons, there is clear progression and challenge for children as they take part in different activities. In a minority of lessons, teachers use questioning well to support children's understanding of key learning concepts. A few teachers use highly-skilled questioning to enhance and extend further children's understanding of their learning. Across the school, the pace of progress in learning for the highest-attaining children is too slow. Teachers should ensure that they match all activities well to the needs and abilities of

individuals and groups. In addition, senior leaders should support teachers to review the balance of the curriculum to build in opportunities for children to revisit known skills. This will support children to have time to practise and improve taught skills more regularly.

- In a minority of classes, teachers use play to support children to apply their skills to different contexts. This is at the early stage of development. Teachers should engage with national guidance, *Realising the Ambition: Being Me (2020)*, to develop further the quality of spaces and experiences. It will be beneficial for teachers to focus on developing the quality of the experiences and resources at each area. Across the school, there should be a focus on improving all environments to enhance children's learning experiences.
- Teachers plan high-quality lessons to teach digital skills such as coding. Children are highly engaged in these lessons and demonstrate good levels of perseverance when using digital tools. Children use digital devices to research aspects of their learning successfully. Teachers use interactive boards well to engage children in their learning. They should develop the use of digital approaches further to enhance the quality of lessons across the curriculum.
- Senior leaders meet termly with teachers to review children's progress. They take individuals' circumstances into account when discussing progress. They agree interventions, resources and additional teaching input to target improved progress. The support for learning team provides literacy and numeracy interventions effectively for individuals and small groups.
- Teachers use a range of assessment data, including summative and standardised assessments, to support their professional judgements of Curriculum for Excellence levels. They participate in moderation activities in school and at cluster level. A few teachers use formative assessment. This is not yet consistent across the school. In a few lessons, teachers support children to self- and peer-assess their work based on success criteria. There are a few examples of teachers giving children effective written feedback in writing jotters. This should now be extended to other curriculum areas and by all teachers. The development of a whole school approach to feedback should support children to plan more clearly their next steps in learning.
- Teachers plan learning termly. Senior leaders have established guidance where planning centres around the teaching of bundles of experiences and outcomes. These bundles are chosen by teachers working within the same level. Teachers value the opportunity to work collaboratively with colleagues on planning. They plan learning across curriculum areas and within a level using the same context for learning. It is not clear in the planning that experiences are appropriate to the stage of the children. Senior leaders with teachers should review planning to ensure that skill development is clear across curriculum areas. Teachers should ensure that core literacy and numeracy skills are revisited to ensure depth in understanding of learning. Senior leaders should continue to review approaches for checking children's progress to ensure they are thorough and make clear how well children are progressing.
- Teachers share assessment evidence with parents twice per year to support learning conversations with children and their families. Teachers provide regular updates on children's learning uploading photographs through the school's online platform. Parents share that receiving these updates helps them support their children with learning beyond the school day. Teachers' use of assessment to inform planning is limited due to the use of prescribed bundles. They should develop a clear and shared understanding of how to make the best use of assessment evidence to plan effectively for children's progress.

2.2 Curriculum: Learning pathways

- Teachers use the school's progression pathways well to plan for coverage of the experiences and outcomes. Senior leaders should build on this by supporting teachers with planning to ensure there is clear progression and skills development. Teachers should ensure planned experiences build on prior learning, with appropriate breadth, depth and challenge in all curriculum areas.
- Children enjoy taking learning outdoors regularly. This approach is helping children to develop a greater understanding of their local environment. Staff should continue to build on this by planning progressive outdoor learning across the school including the further development of the outdoor space.
- All classes receive two hours of physical education (PE) each week. Teachers use a progression pathway to plan activities matched to children's stage of learning. Senior leaders should continue to monitor this aspect of the curriculum to ensure it is consistently high-quality. Teachers would benefit from professional learning in this area to gain a deeper understanding of the skills that children should develop across the different aspects of PE.
- Children across all stages enjoy learning French and children in P5 to P7 learn Spanish. This is helping children develop an increasing understanding of different cultures and vocabulary.
- Additional learning opportunities are offered across the year to different stages and include swimming, participation in Feis Rois and Operation Safety. This supports children to access a wider variety of learning contexts and opportunities to embed skills.
- Staff work well with partners to provide opportunities to develop children's skills for life, learning and work in motivating contexts for learning. They have developed community links through these learning contexts.
- All children have regular opportunities to read for pleasure and have access to well-stocked library corners. Teachers should consider the attractiveness of these spaces to ensure children use this resource fully.
- Children are involved in initiatives and events such as whole school health promotion, anti-bullying, and world of work events. Senior leaders plan to introduce digital leaders to support children to explore a wider range of digital technology.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel staff treat their child fairly and with respect. They value the sense of community across the school and feel staff know their children well as individuals. Staff are positive about including parents as partners and have increased the opportunities for parents to engage with their child at school. Parents enjoy the termly invitations into the school and feel these events help them to support their child with their learning at home. They feel involved in decisions about changes as school staff consult them regularly.
- Most parents feel that the school provides regular communication to keep them informed of the work of the school. They receive regular school and class newsletters, termly improvement updates, text messages and class information through online platforms. Parents are very positive about how senior leaders share updates on school improvement priorities and appreciate the parent friendly leaflets. Parents found the improvement planning session during learning conversations very valuable and appreciated the information shared by the Pupil Council. A few parents would like a streamlined approach to communication. Senior leaders should consider consulting a wider range of parents to refine their approaches to sharing information.
- The Parent Council informs parents about their work through the headteacher's newsletters. They fundraise regularly to support the school financially to purchase new equipment. The Parent Council consulted children and worked with staff to install a new trim trail to support children's play and physical skills. They are mindful of the cost of the school day and subsidise a number of trips and excursions to enhance the experiences of children beyond the school grounds.

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

- The headteacher, with staff, has a strong focus on supporting and improving children's wellbeing. Staff know children, their families and the community very well. Across the school, there are supportive and nurturing relationships between staff and children and children and each other.
- The headteacher leads effectively a sustained whole school focus on developing children's increasing understanding of emotions and the events that impact on how they might feel. She has placed positive relationships at the centre of school improvements with a focus on becoming a Rights Respecting School. Staff support children well, providing individualised support where required, as a result. Almost all children feel safe when in school and know who to go to if they are worried or upset. They enjoy learning in school and appreciate the support staff provide.
- Senior leaders and staff refer to the wellbeing indicators regularly in class and through school 'get togethers' to support and deepen children's understanding of the wellbeing terms. Children reflect regularly on their wellbeing through planned use of the wellbeing web. They identify areas they feel confident in and those in which they require support. Children talk positively about the support they get from adults if required. Senior leaders and teachers use this information to track and assess children's progress in health and wellbeing. Teachers use information from these discussions well to plan support for identified children. Children share their learning about the wellbeing indicators proudly through a whole school display and understand the importance of them to the school community. Senior leaders and staff should continue to develop children's understanding of wellbeing until it is embedded.
- Almost all children are articulate and talk confidently about ways the school supports them to be safe, healthy and active. They recognise the positive impact the opportunities for physical activity in the school has on their own health. They enjoy the range of activities provided by staff beyond the school day. The introduction of staggered breaks and free-flow access across the playground promotes successfully positive relationships, risky play and physical activity. Children at all stages play well together outdoors, with staff in the playground providing good support when required.
- Staff have a good understanding of their responsibilities and statutory duties related to wellbeing, equality, and inclusion. Senior leaders ensure systems and procedures are in place to meet statutory duties, which includes annual training on child protection. Senior leaders monitor children's attendance regularly. They work closely with partners and parents to support children and families where absence or lateness is impacting on children's progress. Senior leaders should now ensure children who are care experienced are considered for a co-ordinated support plan and that the outcome of this is recorded.

- All staff know children and families well. This enables staff to plan appropriate interventions for children who require extra help with learning or wellbeing support. Staff work effectively with partners, including speech and language, educational psychology service and support for learning colleagues. They value these effective partnerships which help staff to consider how best to meet the needs of children. Staff use different levels of support to provide literacy, numeracy or health and wellbeing interventions. Senior leaders monitor and measure the impact of these interventions through Individual Education Plans and assessments. Parents report their children's needs are supported very well at Lochmaben Primary School. Staff should now review more regularly the progress children make as a result of planned interventions. This will support senior leaders to make more informed decisions about children's long-term support needs.
- Children have many opportunities to be involved in all aspects of school. Children in P4 to P7 are all involved in leadership groups which include Pupil Council, NOSAP (Nurturing our School and Playground) and the Excellence Committee. Children have opportunities to share their views and make important decisions about their school. Almost all children say adults listen to them and treat them with respect. The school has developed a 'Better Relationships, Better Learning' policy which is leading to more consistent approaches to supporting behaviour across the school.
- Almost all children across the school have a good understanding of their rights and what these mean for them and others. The Pupil Council leads this work to promote children's knowledge of rights. They use displays, assemblies and a video which shares their learning journey with parents and the local community. Staff evaluate how well they incorporate children's rights into learning and have prepared for the silver accreditation for Rights Respecting Schools.
- Progressive frameworks for health and wellbeing and religious and moral education incorporate opportunities for children to learn about difference and diversity. Children in all classes receive regular religious and moral education and the school follows guidelines for religious observance. Senior leaders help children learn about other cultures, religions, differences and similarities during the school's regular 'get togethers'. For example, children are learning currently about Islam and the festival of Eid.
- Staff work effectively with a range of partners such as the Castle Loch Trust to provide additional experiences and support for children. For example, progressive outdoor learning opportunities in the local community around sustainability and natural habitats help children to value and care for their local environment. Senior leaders should consider extending this partnership to support teachers to develop a progressive outdoor learning programme. This will build on the positive experience children in P1 engage in regularly.
- There are well-considered plans in place for transition into P1, primary to secondary and between stages in school. Senior leaders and teachers plan enhanced transitions with parents and partners for children who require additional support with learning.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- Overall, across the school, progress in literacy and numeracy is satisfactory. In session 21/22, the majority of children in P1, P4 and P7 achieved expected Curriculum for Excellence (CfE) levels in listening and talking, reading, writing and numeracy and mathematics. A few children make good progress and exceed national levels across the school.

Attainment in literacy and English

- Overall, attainment in literacy and English is satisfactory.

Listening and talking

- At early level, the majority of children hear and continue rhyming patterns. Most follow instructions well and answer questions about stories accurately. Most children working towards first level listen well to texts and can identify the main ideas. At second level, the majority of children answer inferential and literal questions about texts accurately.
- Across all stages, children need more practice to sustain their engagement in class and group discussions. They would benefit from regular well-planned listening and talking experiences. This will increase their skills when presenting ideas to others and to build on the ideas of others.

Reading

- Most children at early level generate words and read simple sentences using taught sounds and blends. Children at early level need more practice retelling and sequencing known stories. The majority of children at first and second level talk enthusiastically about authors they have read. They read fluently and can predict what might happen next. They understand the features of non-fiction texts and know the difference between fact and opinion. Most children at first and second level would benefit from further opportunities to generate inferential and evaluative questions about texts.

Writing

- At early level, the majority of children write using their knowledge of sounds to spell out unfamiliar words. They do not yet write independently across a broader range of writing contexts including imaginative and personal writing. At first and second levels, most children plan and write instructions and factual reports using appropriate features of report writing. They use context-related vocabulary and sentence openers to enhance their writing.
- The positive impact of the new writing approach is evident in children's work. At first and second levels, children write for a variety of purposes, often linked to learning contexts or real-life experiences. They do not yet write regularly or at length. Children at all stages would

benefit from revisiting their work to reflect on and improve their writing, based on effective feedback.

Numeracy and mathematics

- Overall, attainment in numeracy is satisfactory.

Number, money and measure

- At early level, most children recognise, write and order numbers within 20. They add and subtract within 10, with a few children adding within 20. Most children identify odd and even numbers. At first level, the majority of children round whole numbers to the nearest 10 and 100. They can read and write numbers to 1000 with confidence and have a good understanding of place value. They are less confident when adding and subtracting three-digit numbers. Children at first level would benefit from revisiting multiplication and division skills and fractions. Most children at second level have a good understanding of number processes. They are able to multiply and divide numbers to two decimal places. Children are able to calculate sums of money and change from within £100. Most children are less confident when using more complex fractions and equivalent fractions.
- Across all stages, children's ability to explain the strategies used in their calculations was limited. As planned, teachers should develop children's knowledge and application of mathematical language. Senior leaders should revisit the planning of numeracy and mathematics to provide regular opportunities to revisit key concepts to ensure depth of learning.

Shape, position and movement

- At early level, children are developing their understanding of simple two-dimensional shapes and identify them in their environment. At first level, children identify simple two-dimensional shapes and three-dimensional objects with a few listing their properties. At second level, most children use mathematical language to describe the properties of an increasing number of shapes including face, edge, radius and diameter. Children use mathematical language accurately, for example, acute, obtuse, right and straight to describe angles. Children would benefit from practice using mathematical language to describe directions, routes and journeys, appropriate to their age and stage, using real-life contexts.

Information handling

- Across all stages, children collect, sort, organise and display data using tables and graphs appropriate to their stage. At second level children can describe a variety of ways to collect and display data, including bar graphs, pie charts and line graphs. Children are not yet confident using technology to display data they have collected.

Attainment over time

- Senior leaders can show the progress children make in literacy and numeracy using Curriculum for Excellence levels. Although children's progress was impacted by the pandemic, attainment has been a key priority for a number of years. Senior leaders responded by implementing literacy and numeracy programmes to increase children's attainment across the school. Previously, teacher judgements about children's progress were not always reliable. Therefore, senior leaders have found it difficult to show the impact planned approaches have had on children's attainment. They are now beginning to demonstrate where interventions are having a positive impact on children's progress. Across the school, children could make better progress towards planned outcomes. Senior leaders and teachers should develop a detailed strategic plan for improved attainment. This should include a review of planning and assessment and the balance of time children spend on literacy and numeracy across the week.

Overall quality of learners' achievements

- Children's achievements are celebrated regularly at Lochmaben Primary School. Senior leaders and staff use assemblies, social media, newsletters and learning conversations to share children's successes. The Excellence Committee shares children's achievements out of school. Children are rightly proud of their many achievements.
- Children are becoming increasingly confident at talking about the skills they develop as a result of their leadership opportunities. For example, children understand that their participation in committees helps them to develop skills in teamwork, problem solving and communication.

Equity for all learners

- Staff's knowledge of children and families ensures they offer appropriate support when it is needed. Staff support children and families sensitively with access to school uniform, snacks or support from partner agencies. Children are included and well supported in the life of the school as a result.
- Senior leaders have detailed planning for the use of Pupil Equity Funding. They work closely with teachers to identify children who are at risk of not achieving nationally expected levels of attainment in literacy and numeracy. In addition, staff support identified children well through targeted nurture groups. Support staff deliver interventions effectively, while senior leaders track children's progress to ensure improvement. Staff use assessment well for identified groups to demonstrate the positive impact these interventions are having on children's progress. Senior leaders should consider sharing this practice with all teachers to begin to track children's progress more rigorously.

Context

The learning centre within Lochmaben Primary School is for children from across Dumfries and Galloway who have additional support needs. At the time of the inspection there were 13 children across two classes. Children spend most of their time with staff from the learning centre. The majority of children attend a few carefully selected mainstream lessons.

Leadership of change

- The principal teacher leads an experienced and dedicated staff team, whose values ensure an inclusive and nurturing environment for all children who attend the learning centre. They work well with mainstream teachers to ensure the school's vision and values are evident within everyday practice. They share their high aspirations for the children effectively. This collaborative approach helps most children to settle well and participate in learning across the school. The relationships between children, their parents and staff are positive and trusting.
- Senior leaders have identified the need to develop more specific improvement priorities for the learning centre within their improvement plan. They should plan this in consultation with children, staff, parents and partners throughout the process. Senior leaders recognise and are responsive to the increasingly diverse range of additional support needs within the learning centre. The creative and experienced staff team within the centre are enthusiastic and well-placed to support improvement and change.

Learning, teaching and assessment

- Staff in the learning centre have a strong commitment to children's rights and entitlements. They provide activities which are motivating and engage children's personal interests. Staff encourage positive relationships between the children. They support all children to develop friendships, trust and a sense of belonging. This contributes to a respectful learning environment where most children interact well and engage positively in learning.
- Learning takes place in a variety of contexts, including within the centre and in the mainstream part of the school. Learning centre teachers support children to be included in mainstream classes well. They plan learning for individuals with careful consideration of children's needs, taking due account of the mainstream class context. They consult well with mainstream teachers and ensure that children have positive and enriching experiences. Most mainstream class teachers work well with the diverse range of needs and take well-considered advice from their colleagues in the learning centre. Appropriate and familiar staff support all children from the learning centre as they move across the school. These staff have a clear understanding of children's needs and are very responsive in their approach.
- Learning centre teachers have outlined brief and effective personalised intervention strategies for each child and have these to hand at all times. They have also devised 'passports' for all children in the learning centre. These 'passports' outline very well children's needs, preferences and the best ways of working with that child. All staff working with or supporting children from the learning centre should be familiar with children's 'passports'. Staff should continue to maintain the important balance between being responsive and reactive. Teachers should plan carefully to ensure that children's needs are met in the most appropriate environment.
- Teachers within the learning centre have effective ways to plan and track children's learning across literacy and numeracy. Staff use materials devised by the local authority to help identify

gaps in children's learning in these areas. They focus successfully on aspects where children need extra reinforcement in their learning. This collaborative approach to developing learning pathways appropriate to individual needs should continue to be developed for all curriculum areas.

- Teachers plan learning on a termly basis. Staff use observations and accurate professional judgements to evaluate how well children are learning. Teachers check effectively the progress children are making by tracking literacy and numeracy skills. Staff develop clear Individual Education Plans for each child. Senior leaders check children's progress by reviewing children's targets regularly. They should extend this approach to areas of learning across the curriculum. Senior leaders have already identified the need to find ways to record and celebrate children's development of wider attainment, achievements and accomplishments.

Ensuring wellbeing, equality and inclusion

- Parents of children within the learning centre are very positive about the experiences their children have at school. Children feel respected and are cared for well by staff within the centre. There is a strong commitment to developing children's social and emotional wellbeing and children are happy to discuss how the school helps them to be healthy and happy.
- All children are learning how to keep themselves safe and healthy. For example, most children are learning to talk about their emotions so that they understand ways to help them feel calm. Most children are able to talk about their rights. Children are aware of the United Nations Convention on the Rights of the Child (UNCRC) and have made a short, entertaining film explaining this for other children. All staff in the learning centre are very familiar with the wellbeing indicators. Senior leaders conduct a wellbeing audit regularly throughout the year to help guide their decisions about what children need to focus on in the wellbeing curriculum.
- All children in the learning centre have significant barriers to learning. Staff use information and guidance from partners, such as the educational psychologist, effectively. This helps to ensure that children are fully included in whole school activities whenever possible. Children and staff across the school are sensitive and caring and will openly challenge discrimination. Children in the learning centre contribute well to the inclusive nature of the school.
- A few children would benefit from increased access to assistive technology to improve their communication skills. Senior leaders have identified the need to increase children's use of available technology and software to help children communicate more effectively. The school are working with speech and language therapists to help teachers find the best way to use these resources.

Raising attainment and achievement

- Children are involved in a wide range of experiences across a range of contexts. These include chariot racing, swimming, visiting the Castle Loch Community Trust and walks in the community. Children's achievements are recognised and displayed, and almost all children celebrate achievements at assemblies. All children receive praise and encouragement regularly, which is building their confidence and self-esteem.
- Most children are working on individual targets that align with early and first levels of Curriculum for Excellence. A few are working on pre-early level milestones. Children have varying levels of understanding. Almost all children who attend the learning centre are working in other curricular areas appropriate to their stage of development.

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.