

Summarised inspection findings

Beatlie School Campus

West Lothian Council

18 March 2025

Key contextual information

Beatlie School Campus is a special school and early learning, and childcare (ELC) service situated in the Craigshill area of Livingston. The school supports children and young people aged 3–18 with complex additional support needs. Children and young people from across West Lothian Council are placed at the school by the council's Education Referral Group.

The headteacher was appointed two years ago. She is supported by one full time principal teacher and one acting principal teacher. At the time of inspection, the school roll was 39 children and young people, organised into seven classes across the broad general education (BGE) and senior phase (SP). All classes are composite classes. Senior leaders group classes so that children learn alongside others of a similar age.

The school moved to a new purpose-built site in 2023. The school comprises seven classrooms, multi-purpose therapy spaces, and specialist resources, including hydrotherapy, rebound, and sensory environments. The school has large outdoor play areas and garden spaces.

A minority of children and young people on the school roll live in deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD).

We have agreed with the local authority and school that the ELC service is not part of this inspection. The findings set out below are for the school only.

2.3 Learning, teaching and assessment

very 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

- Across the school, senior leaders and staff develop highly positive and supportive relationships with children and young people. Their relationships reflect the school's values strongly and lead to all children and young people being included, respected, and happy. Led by the headteacher, all staff work closely with parents and partners to improve children and young people's outcomes. As a result, children, young people and families place high levels of trust in the school staff who support them. Children and young people are supported by teachers and Advanced Pupil Support Workers (APSWs) very well. Children and young people feel safe, supported and ready to learn. Staff ensure that all children and young people can access planned activities. This is leading to children and young people being highly engaged in learning activities that support their medical, sensory, physical, communication, and learning needs very well.
- Across the school, almost all children and young people engage very well with their learning. All children and young people benefit from individualised programmes built around activities and resources which meet their needs very well. Staff and allied health professionals have developed strong and purposeful partnerships that supports them plan very effectively to meet

children and young people's needs. Their joint planning promotes movement, communication, and life skills and is a strong feature of the work of the school. This is leading to almost all children and young people experiencing appropriate challenge and high levels of enjoyment in their learning. A few learners need more challenge to accelerate their progress further.

- Almost all children and young people display positive behaviour and engage purposefully in learning. They use vocal and gestural communication well in line with their developmental profiles to express their levels of enjoyment, share their emotions and engage with an activity appropriately. A few children and young people may become overwhelmed at times and display dysregulated behaviours due to their additional support needs. Skilled staff recognise and respond effectively, adjusting learning routines to support re-engagement where required. This ensures children and young people feel understood, respected, and supported, creating a calm and settled school environment.
- All staff have developed their practice very well to ensure the rights of all children and young people are respected. Teachers encourage children and young people to make choices in learning tasks and lead their own learning. This ensures that children and young people engage in learning activities that are meaningful and relevant to their stages of development.
- The quality of learning and teaching across the school is consistently strong. Teachers and support staff make very effective use of specialised areas, such as the sensory room, hydrotherapy pool, accessible playgrounds and bespoke outdoor spaces. They use these areas purposefully to enable children and young people to develop their communication, movement, and sensory skills, as appropriate to their needs. For example, staff enhance sensory storytelling using fully immersive technology to engage learners and help them meet their individual targets.
- Senior leaders provide staff with high-quality professional learning and resources that align very well with children and young people's additional support needs. For example, staff are using specialist areas and resources more effectively to meet better the needs of individuals. Staff use outdoor learning activities and digital technologies very effectively to enrich the curriculum and motivate learners.
- In all classes, staff use learner's preferred methods of communication very effectively to share their learning with them. This includes using alternative and augmentative communication aids alongside relevant object and symbolic communication images. Staff's highly developed understanding of each child and young person supports them in knowing how well children and young people enjoy and engage in their learning. Staff observe children and young people closely to ensure learning activities meet their needs successfully. Where appropriate, staff intervene at the right time to support learners to remain on task and progress in their learning. Staff's regular and frequent interactions with children and young people promotes the development of learners' communication skills. Teachers use effective, high-quality, appropriate feedback and praise to support children and young people to know when they have succeeded.
- APSWs support children and young people's learning very effectively. They are highly skilled in supporting learning for individuals or groups of children and young people. Senior leaders and teachers take very effective account of APSWs skills and deploy them effectively to maximise children and young people's learning. This helps support every child or young person to be engaged in purposeful learning at all times throughout the day.
- Staff work very effectively with partners to provide children and young people with a variety of engaging and motivating learning experiences in new and unfamiliar settings. For example,

they support children and young people to handle animals, participate in swimming, and go shopping. This is helping children and young people develop their communication skills in less predictable contexts and build their confidence in working with less familiar adults.

- Teachers and staff have developed a Play at Beatie strategy and use this effectively to plan relevant play experiences. Teachers ensure that all children are provided with exciting learning provocations. Their use of provocations impacts positively on children's function, physical and social skills. Children develop appropriate playful and leisure skills progressively as they move through the school. Staff have recently extended planned play experiences across a range of learning environments, including in the outdoors. This leads children to engage in wider, playful experiences and develop their resilience, tolerance and confidence to try new experiences.
- Senior leaders have established effective assessment and planning frameworks. Teachers understand the purpose of assessment and forward planning and how this supports high-quality teaching and learning. Teachers across the school use a wide range of assessments very effectively. They use these to support children and young people demonstrate their knowledge, understanding, skills, attributes and capabilities across the curriculum. Staff's rigorous approaches to assessment ensure they are very knowledgeable about each individual child or young person. Where required, teachers adapt learning plans to ensure all learners continue to make the best possible progress. Teacher's assessment evidence is valid and reliable and shows that almost all children and young people make clear progress in their learning.
- Teachers use the school's curriculum rationale and planning guidance to plan very effectively over different timescales. Their use of assessment evidence is integral to informing their planning. Where required, teachers adapt learning plans to ensure all children and young people continue to make the best possible progress. This ensures children and young people's learning is progressive and builds upon prior knowledge and skills. Teachers provide a highly personalised curriculum that meets almost all learners' needs very effectively and offers appropriate challenge across the BGE. Teachers' effective planning documents help deliver meaningful learning across all curricular areas. Teachers work very well together to moderate their planning and assessments. They are developing a strong understanding of national standards and strengthening their ability to meet all learners' needs.
- Senior leaders and staff's robust approaches to tracking and monitoring children and young people's progress ensures that almost all learners continuously make good or better progress. Staff track and monitor children and young people's progress against National Milestones very effectively. Teachers use a wide range of accurate and informative data very well. They develop and target support effectively to ensure children and young people achieve expected targets set within individualised planning. Staff gather a wide range of data on how well each learner is developing their independent learning skills. This includes teachers' reviewing and evaluating children and young people's progress in achieving targets in their individualised education programmes (IEPs). Teachers meet with senior leaders regularly to analyse and discuss children and young people's progress. At the senior phase, teachers use a range of well-considered assessments to measure progress, ensuring robust and accurate evaluation of young people's achievement of National Milestones. Teachers should continue to develop further their approaches to tracking attainment through the senior phase life skills framework. Teachers need to ensure that tracking information in the BGE is built upon in the senior phase to enhance further accreditation for young people's work.

2.1 Safeguarding and child protection

- 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.

3.2 Raising attainment and achievement

very 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, attainment in literacy and English is very good and attainment in numeracy and mathematics is good. All children and young people in the BGE are working at Foundation Milestones and Milestones set within early experiences of Curriculum for Excellence (CfE). All children and young people require significant levels of additional support with their learning. Almost all children and young people attain expected targets set within their IEPs and core plans. A few children and young people are capable of achieving more and should be provided with further challenge in their learning.

Attainment in literacy and English

- Almost all children and young people are making very good progress in literacy and English. A few children and young people are capable of working at higher levels.

Listening and talking

- Almost all children and young people are making very good progress in developing their communication skills. Most children and young people at foundation milestones are developing well a range of skills supporting their foundations of early communication. They give purposeful attention to a range of sensory stimulus, objects, and people. Most children and young people working at the early stages of milestones generate vocalisations and respond to familiar routines. At the upper stages of milestones, children and young people use symbols or words to communicate appropriately in line with their developmental stage. They are developing very well their ability to take turns. Children and young people across all levels participate effectively in a range of interactions using preferred methods of communication. This is helping them to develop social interactions and share ideas, thoughts and messages as appropriate to their level. A few children and young people are capable of accelerating their listening and talking skills further, in particular children and young people who use augmentative and alternative communication would benefit from more time to communicate together in small groups to enhance skills with peers at a similar stage of communication to maximise their engagement in shared communication exchanges

Reading

- In reading, most children and young people at foundation milestones are developing well their attention and engagement skills to develop important foundations for pre-reading skills. They show a strong awareness of something happening and give shared attention to a range of sensory props during interactive stories. They respond and show enjoyment through gestures and vocalisation. Children and young people working at milestones show a growing interest in a range of sensory stories. They recognise preferred characters or objects and use pictures and symbols to understand what comes next in their learning activities across the day. Staff

should consider ways of developing library areas throughout the school to extend the range of texts available to children and young people.

Writing

- In writing, most children and young people are developing their fine motor and prewriting skills well. Most children and young people at the foundation milestones use their hands to explore and manipulate objects well. They engage in tactile and sensory activities and play experiences with increasing control. They use fine motor skills to interact, and mark make using digital applications. A few children and young people working at the early stages of milestones hold, grasp and release tools for writing and demonstrate control of preferred tools for writing. A few use objects and photos to create and share a message. A few use alternative and augmentative communication devices to generate short messages.

Senior Phase

- At the senior phase, all young people are successfully working towards National Qualifications awards at National 1. Young people are developing their skills very well in communication, following instructions and creating text. Young people are developing their application of literacy and English in real life settings through accurately ordering preferred items. In doing so, they communicate effectively in social settings and recognise important signs.

Numeracy and mathematics

- A majority of children and young people are making very good progress in achieving their milestone and progressing their numeracy and mathematics skills. A minority are making good progress. Children and young people make the greatest progress in relation to number, money and measure across the BGE and SP.

Number, money, measure

- Almost all children and young people at the foundation level of milestones repeat patterns of songs and rhymes and are beginning to experience number and days of the week as part of everyday classroom routines. Almost all children and young people at milestones match correctly items using familiar measurements such as colour, size or length. A few children and young people at upper levels of milestones are making very good progress successfully recall number sequences, count objects and match numbers. A few are beginning to use multiplication facts to share items when setting the table. Most children and young people working at milestones use appropriate strategies well to follow a simple sequence of activities across the school day. They use individual and class timetables and schedules to predict accurately what comes next in familiar routines and describe the order of activities using appropriate language.

Shape, position and movement

- All children and young people working at foundation level engage very well with opportunities to explore, experience and encounter a range of sensory stimuli. They show appropriate responses to familiar objects and concepts of movement or position. Most children and young people at milestones can join in familiar movement games and use immersive experiences to create patterns and effects using body movements. A minority of children and young people would benefit from developing their understanding and use of positional language as they engage with movement and therapeutic programmes of work.

Information handling

- Most children and young people working at foundation level can show a range of responses to personal familiar items. Almost all children and young people at milestones can identify their own items. They can hang bags and jackets on their pegs as part of getting ready routines. They can participate in collecting a range of items and objects and find items that are the same

amongst other items. Children and young people would benefit from more opportunities to apply their information handling skills to develop their confidence further.

Senior Phase

- At the senior phase, all young people are successfully working towards achieving National Qualifications awards at National 1. Young people are developing very well their skills in recognising number, using money, developing their understanding of time and using weights and measures in cooking. Young people are further developing their application of numeracy and mathematics in real life settings. They use every day electrical appliances correctly and use money to pay for items during shopping and café learning experiences.

Attainment over time

- Most children and young people at Beatlie School achieve high levels of attendance above national averages for the special sector. A few children and young people have lower attendance rates as a result of complex health care needs. Senior leaders track attendance very effectively. They work closely and highly effectively with families, health and allied health partners to support children and young people to attend school regularly. As a result, children and young people often return to school quickly following periods of absence. This helps to minimise any disruption to children and young people's learning.
- In the BGE, almost all children and young people are attaining very well over time across all areas of the curriculum. Senior leaders use a strategic whole school tracker very effectively to ensure that almost all children and young people make very good progress from prior levels of learning. Teachers capture children and young people's progress accurately through progression records and learner journals. They use 'All about me' plans to include information about children and young people's likes, dislikes, preferred methods of communication and strategies on how to help them succeed. Teachers use this information very effectively to help maximise children and young people's progress as they move through school stages.
- Senior leaders and teachers have a strong understanding of the progress individual children and young people make across the curriculum. Teachers make effective use of assessment, and their shared understanding of standards is helping them make accurate professional judgements about how well children and young people are succeeding in their learning at foundation levels and into milestones. Senior leaders recognise that they need to continue to support teachers to participate in more moderation activities at upper levels of milestones into early level CfE as they develop further their life skills framework across the school.
- Since 2022, almost all young people successfully gained a very good number of National Qualifications awards at National 1 in expressive arts, health and wellbeing, language and communication, life skills and technologies. Senior leaders and staff should continue as planned to increase the range of National Qualifications available to young people and explore qualifications at National 2 level for a few learners. This will ensure that all young people benefit fully from a progressive senior phase curriculum to maximise their attainment.

Overall quality of learners' achievements

- Children and young people enjoy celebrating their successes with the school community and are proud of their achievements. The Beatlie Blog, learning journals and daily diaries allow successes and progress to be shared with families. Staff and parents, supported by these systems, see clearly that children and young people are being very successful with their personal achievements. Children and young people are developing their confidence, exercising responsibility and contributing to the life of the school.

- All children and young people in the BGE participate in a wide range of accessible personal achievement activities at individual, class, and school levels, which are well suited to their learning and development needs. Their participation in these activities effectively enhances their social communication, functional life skills, and resilience. It also strengthens their citizenship skills through engaging with community groups and collaborating with local schools. Children and young people are building confidence in teamwork and using their communication in broader contexts. Through using local services and shops, they deepen their understanding of the community. For example, attending the local leisure centre helps them improve sports and swimming skills, gain confidence in physical activities outside school, and become more comfortable joining groups.
- All SP young people successfully achieve a range of relevant awards and qualifications with a focus on developing their social communication skills. This is supporting them very well to participate and engage within the local community. As a result, young people are becoming more confident as they transition on from school. Young people have opportunities to participate and build skills for learning and life through wider achievement activities, such as volunteering, working with animals, litter picking and outdoor education programmes. Young people, through engaging in these experiences, build their social skills very well. As a result, they extend their friendship groups and feel more confident to participate in youth groups and wider social groupings beyond school. Through the Duke of Edinburgh award, they actively participate in well matched activities that offer challenging activities such as adapted expeditions. Young people are fostering a sense of resilience and developing their can do attitude.
- Senior leaders effectively track children and young people's wider achievements through a whole school overview of in and out of school opportunities. Staff use their detailed knowledge of each child and young person to match them with the most relevant experiences, ensuring high engagement and strong personal development. As a result, children and young people build important social and life skills. Senior leaders should now consider ways to evidence more clearly how well children and young people have achieved skills and developed their attributes positively through participating in activities.

Equity for all learners

- Senior leaders and staff have a detailed understanding of the additional support needs and the socio-economic context of all children and young people including care experienced learners. Senior leaders are highly effective in working with families and partners to ensure all children and young people are fully participating in their education. They ensure that children and young people have accessible and meaningful experiences and activities at school. This is leading to children and young people participating in a wider range of activities in and outside of school, developing well their social communication skills.
- Senior leaders and staff are highly effective in ensuring that no child or young person misses out due to costs associated with the school day. They work very well in partnership with parents and have developed a helpful 'Cost of the School Day' plan.
- Overall, senior leaders use Pupil Equity Funding (PEF) very well to provide identified children and young people with one to one, and small group targeted sessions. Children and young people access a wide range of personalised additional resources and experiences. These include assisted walking aids, biking skills, hydrotherapy, dance experiences, play equipment and transition support sessions. Senior leaders monitor the effectiveness of their PEF spending very well. As a result, they are able to evidence clearly improved communication and functional movement skills for targeted children and young people. Senior leaders should continue to

monitor the effectiveness of PEF interventions and the impact they are having on closing the poverty related attainment gap.

- In partnership with families and allied health partners, the school has developed a very effective programme of learning to support children and young people to gain a greater understanding and familiarity of high frequency health care and medical routines. As a result, almost all identified children and young people have developed their understanding of routines and improved their resilience. This has led to less distress and greater acceptance of routine hospital visits and procedures when they are required.

Other relevant evidence

- All children and young people are receiving regular high-quality physical therapeutic interventions to support their individual range of complex physical additional support needs. All children and young people engage in relevant learning experiences in physical education meeting the national minimum expectations.
- Almost all children and young people have complex communication needs and use a range of signing, symbol and objects to communicate. Where appropriate children and young people are receiving their entitlement to 1+2 languages though through signing, use of visuals and are experiencing other languages as part of planned learning.
- Senior leaders consult staff, partners and parents effectively in PEF spending. Senior leaders use this knowledge and information to help develop effective targeted interventions.
- All children and young people are receiving religious and moral education as part of the planned learning across the BGE.
- All children and young people have complex additional support needs. The school meets its statutory duties in relation to care experienced learners. A few learners have co-ordinated support plans. All plans are kept under review in line with national guidance.

Practice worth sharing more widely

Deployment and use of staff

- ASPWs support children and young people's learning very effectively. They are highly skilled in supporting learning for individuals or groups of children and young people. Senior leaders and teachers take very effective account of ASPWs skills and deploy them effectively to maximise children and young people's learning. This supports every child or young person to be engaged in purposeful learning at all times throughout the day.

Effective approaches to gathering pupil voice

- Beattie Campus has a highly effective whole school approach to recognising and using children and young people's voice at the school. Pupil voice groups contribute positively to how well learners can shape and influence change. All staff have developed their practice very well to ensure the rights of all children and young people are respected. Teachers encourage children and young people to make choices in learning tasks and lead their own learning. This helps children and young people engage in learning activities that are meaningful and relevant to their stages of development.

Meaningful development of skills for life

- In partnership with families and allied health partners, the school has developed a very effective programme of learning to support most children and young people gain a greater understanding and familiarity of high frequency health care and medical routines. As a result, almost all identified children and young people have developed their understanding of routines and improved their resilience. This has led to less distress and greater acceptance of routine hospital visits and procedures when they are required.

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.