

# Summarised inspection findings

**Girvan Primary School**

South Ayrshire Council

31 January 2023

## Key contextual information

Girvan Primary School is a non-denominational primary school serving the town of Girvan in South Ayrshire and surrounding rural area. It includes a local authority additional support needs provision, the Support and Wellbeing department (SWB). Children from across the south Carrick area attend the SWB.

The school roll is 325 children in the primary across 13 classes. Fifteen children attend the SWB, and they are also included in mainstream classes throughout the week. 38% of children live within Scottish Index of Multiple Deprivation one and two. The school receives significant Pupil Equity Funding (PEF). The headteacher has been in post for 11 years. The headteacher is supported by a depute headteacher, an acting depute headteacher and three acting principal teachers. The school leadership team has experienced significant change in recent years.

During session 2021/22, COVID-19 had a significant impact on the school community with an increase in staff and children's absence. The school building was closed for a few days in November 2021 due to high levels of staff absence.

Since June 2018, the school have housed, on separate occasions, staff and children from other schools. As a result, they have only had one month during this time when the full school building has been available to them. Senior leaders worked with senior leaders from the other schools to carefully timetable shared resources, such as the outdoor learning area, and develop positive working relationships between all staff and pupils.

### 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 provides strong leadership to the school community. She has supported all staff effectively to establish a warm, nurturing ethos across the school. Staff and children demonstrate respect and kindness to each other and to visitors to the school. Children and staff share warm, positive relationships as a result. The senior leadership team support the headteacher effectively.
- Senior leaders identified the need to review the school vision and values to ensure they were still relevant to the current context of the school following the COVID-19 pandemic. They consulted all stakeholders and involved them effectively in developing the values. Staff regularly reflect on the values with children in their day-to-day work, assemblies and displays. As a result, most children demonstrate these values effectively in school and explain well how they fulfil them.
- Staff have identified well-considered plans within the school improvement plan for raising attainment in literacy and numeracy and improving children's health and wellbeing. They consulted all stakeholders successfully to help them identify these key areas for improvement.

All staff use How Good is our School 4 (HGIOS4) effectively to evaluate the work of the school. Senior leaders support all children in P4-7 to use How Good is Our School? (HGIOURS) well to evaluate the work of their school. As planned, senior leaders should develop further ways to involve younger children in school self-evaluation. They should involve children fully in taking forward areas of school improvement identified in the school improvement plan.

- The headteacher regularly identifies key skills of senior leaders well to review and develop clear remits which build on individual skills. This helps to ensure the skills of acting senior leaders are used effectively. All teachers engage successfully in regular professional review and development meetings and identify areas of school improvement which they would like to lead. As a result, all teachers take responsibility for an area of school improvement. They develop clear action plans for key improvement priorities and areas which they are leading. A few teachers use small tests of change effectively to take forward areas of school improvement. This is helping staff to clearly identify the impact of improvement work and what next steps they now need to take to support children further. For example, teachers are developing approaches to the teaching of writing and numeracy and are carefully monitoring the impact of these on raising attainment.
- The headteacher has planned a clear calendar to monitor the quality of learning and teaching and the impact of school improvement activities for this academic session. She prioritises time for staff to engage in regular professional dialogue to help them to improve their practice. As planned, senior leaders should develop further the use of the learning and teaching policy, 'Stepping Stones to Success', to help staff to identify clear targets to further improve their practice. This should help develop greater consistency in the quality of learning and teaching across the school.
- Children welcome the wide range of leadership roles they undertake in the school, such as buddies, house captains, and participating in leadership committees. They explain the improvements they have made to the school, with pride. For example, all children have sporting opportunities, and increased engagement in family learning activities as a result of them identifying these as areas for improvement. Senior leaders use the 'you said, we did' display to help children to understand how well they are supporting the work of the school. They should now involve children in developing action plans for their leadership roles to help them understand how the work they are doing links with school improvement. Teachers worked with children and local partners to produce a toolkit to support learning for sustainability in primary schools. Children presented this toolkit confidently to community partners and local authority staff at the recent launch.
- All staff share a strong understanding of the unique context of the school and the challenges families face as a result of poverty, hardship and the COVID-19 pandemic. They take account of national priorities, including closing the poverty related attainment gap, when planning for school improvement. Senior leaders use data effectively to identify and address gaps in attainment. They collaborate well with community partners to support families in need. They can clearly demonstrate that outcomes for most learners facing socio-economic challenges are improving.

## 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

- The headteacher and staff have created a nurturing and caring ethos that is clearly seen in all activity and interactions across the school. This demonstrates their clear commitment to improving children's experiences. The school values and children's rights support further the ethos across the school. Most children respond positively to the high expectations set by all staff.
- Most children are keen to learn and engage well during direct teaching and, when given the opportunity, they enjoy learning in groups and pairs. Across the school, a few children require further support to engage fully in their learning. Teachers should ensure that all children are appropriately challenged, and activities are well matched to individual needs.
- Across the school, a range of digital technology is used well to support children's learning. Children use online support tools well to access the curriculum and have appropriate support as they learn. For example, children with English as an additional language (EAL) use online translation tools effectively to support their learning. As planned, teachers should continue to develop all children's digital skills to enrich learning across all areas of the curriculum.
- Leadership opportunities help children to contribute more widely to school life, such as the Quality Assurance Pupil Group and Rights Respecting School Leaders. As a result, children are developing skills in leadership, teamwork and decision making. Staff should continue to develop learning opportunities that enable all children to develop skills for learning, life and work.
- Teachers are highly motivated and work effectively in teams to reflect on and improve their practice. Most teachers explain the purpose of learning to children well. In the majority of classes, children identify how they can be successful in their learning. This helps them to self-assess their work and identify how they can improve. The majority of teachers use effective questioning well to extend thinking and stimulate curiosity. This is supporting children to develop their higher order thinking skills. Teachers should now develop this work further and ensure consistently high-quality learning and teaching across all classes.
- Across the school children receive helpful oral and written feedback from their teachers which helps them to identify their next steps. Children are developing their skills in self and peer assessment. This is supporting children to reflect on and evaluate their progress. Children at early level record their learning well using digital recording technology. Across the school, children set targets for their learning either individually or in groups. Teachers should help children to ensure these targets help them to improve their learning. Staff should develop a consistent approach to setting targets across the school to continue to support children to lead their own learning.

- Teachers at early level have very effectively implemented play-based learning to support children's learning. The 'play projects' approach allows children to take responsibility for and lead their own learning. Children are eager and active as they plan and evaluate their play experiences. These high-quality experiences are underpinned by well-timed interactions with adults and creative use of spaces and resources to stimulate and promote learning. Teachers weave the 'play projects' into children's learning experiences in a developmentally appropriate way. Staff use questioning effectively to challenge children and promote deeper learning.
- Teachers use a variety of assessment approaches well to inform their judgements about children's progress. Senior leaders and teachers have developed a robust assessment strategy which identifies what needs to be assessed and when. This evidence is collated in an assessment folio for each child and recorded on class trackers. At points of transition, this has been helpful in informing planning and supporting progression in learning for individual children.
- Almost all teachers plan learning together over different timescales and in stages using local authority progression pathways. This is helping teachers to have a consistent understanding of children's progress. Staff use digital technology well to support planning across all curriculum areas. Teachers use National Benchmarks well to support them as they plan for assessment.
- Senior leaders and teachers use manageable processes successfully to monitor the progress of every child in literacy, numeracy and health and wellbeing regularly. Teachers use the information gathered effectively to discuss and identify further support and challenge needed for groups and individuals and to plan next steps in learning.
- Teachers engage regularly in supportive moderation activity, for example, weekly meetings with stage partners and small tests of change. In addition, teachers work together across the school and with other cluster schools to moderate standards and expectations. This is helping them to improve their practice and ensure confidence in their professional judgements of achievement of a level.

## 2.2 Curriculum: Learning pathways

- Teachers prioritised English and literacy, numeracy and mathematics and health and wellbeing learning for children during the COVID-19 pandemic. They re-established learning experiences across the full curriculum during the recovery period. Senior leaders and staff carefully consider the context of the school and community when designing the curriculum. Teachers make good use of local authority progression pathways for all curriculum areas. This helps children to build on what they already know and to link their learning well across different curricular areas.
- Staff and children should continue to build on digital skills and knowledge developed during periods of remote learning. Teachers plan progressive learning activities which help children improve their digital skills as they move through the school. Across the curriculum, children use a range of digital devices, online games and applications to support their learning. Children use digital toys well to support learning in mathematics and computing and develop their critical thinking. The school has achieved the Digital Schools Award.
- Staff provide engaging opportunities for children to learn outdoors in the playground and local area. They make good use of a whole school outdoor learning pathway to ensure children build on prior learning. These activities support children's wellbeing and help to develop skills for life and learning. This supports children's wellbeing and helps children to develop a range of skills, such as independence and risk assessment.
- Teachers work closely with cluster colleagues to help them develop consistent learning and teaching approaches within science. They provide engaging science learning activities which help children build on their previous learning. Children participate in a range of engaging learning opportunities which also contribute well to the development of their literacy and numeracy skills. The school have established a valuable partnership with Galloway & Southern Ayrshire UNESCO Biosphere. This partnership has helped teachers to deliver progressive learning experiences about learning for sustainability to all children. This develops further learning for sustainability linked closely to the local environment, wildlife and natural habitats.
- Most classes receive two hours of quality physical education (PE) each week. Senior leaders should ensure all children receive their full entitlement to high quality PE. As part of targeted support for wellbeing, children participate regularly in a wide range of planned physical activity, such as organised playground games and lunch and after school clubs. This supports children's physical and mental health.
- Across the school, children receive their entitlement to 1 + 2 languages.

## 2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff share mutually positive relationships with parents. Parents value the wide range of strategies staff use successfully to maintain effective communication with parents, such as the school app and social media. As a result, most parents feel comfortable approaching staff with questions or suggestions.
- Parents welcome the wide range of opportunities to engage with the school, such as, family learning activities and the art exhibition. Parents benefit from the recently launched ‘tea-time treat’ meetings with the headteacher. They say this is helping them to understand strategies used in school to help children learn.
- Most parents feel encouraged to be involved in the work of the Parent Council and say the Parent Council keep them fully informed of their work. The Parent Council has led successfully the ‘Preloved Uniform’ initiative which supports all parents to access free, recycled, high-quality uniform for children.

## 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 and children have a shared understanding of the importance of wellbeing. They use the shared language of safe, healthy, achieving, nurtured, active, respected, responsible and included effectively to discuss wellbeing needs. Children explain confidently what helps ensure positive wellbeing, such as physical activity, maintaining positive relationships and healthy eating. Teachers encourage children to complete regular emotional check-ins to communicate their feelings. Most teachers use this information skilfully to support individual and class wellbeing discussions. This helps most children understand how wellbeing impacts their lives, and helps them to develop strategies to address feelings, such as being tired or annoyed. Staff should extend opportunities for children to lead on aspects of wellbeing. This should help children to demonstrate increased responsibility, and enhanced communication and interpersonal skills.
- Children value and enjoy opportunities for physical education and the wide range of extra-curricular clubs and activities available to them. Many of these are delivered by partner agencies and help increase children's participation in sport.
- Most children feel valued, known as individuals, and cared for by staff. This is helping most children to feel safe and have confidence to speak to a trusted adult if they need help. Children benefit from well-developed nurturing approaches across the school. Staff employ restorative conversations effectively to encourage children to talk about conflict with their peers and understand the impact of negative actions.
- Most children are aware of children's rights and respect other people's dignity. The school community's work on children's rights has been recognised through the achievement of a silver Rights Respecting Schools Award. Staff should continue to highlight children's rights across the curriculum to ensure all children understand their relevance and how they impact upon their wellbeing.
- Senior leaders focused on promoting positive mental health across the school community in response to the COVID-19 pandemic. All staff engaged in professional learning about mental health and a few staff are mental health first aiders. The school encourages children, parents, and staff to talk openly about challenges to their mental health and signposts them to helpful resources as appropriate. Children also access additional support from partners when required, such as counselling. This is helping staff better identify and address children's mental health needs. It is supporting children to have the knowledge and skills to make good choices about their health.
- Senior leaders and staff have developed effective partnership working with other agencies and specialists which results in positive outcomes for children. Children's wellbeing needs are met effectively as a result of well-planned school based and community interventions.

- All children are developing their health and wellbeing skills well through the well-planned curriculum. A few teachers provide activities which reflect the context of their class well, such as exploring relationship issues through role play when issues arise. This helps children understand the relevance of their learning to their everyday lives. Teachers should share these approaches across the school to support improvement in children's learning experiences.
- Staff understand and apply their statutory responsibilities in relation to child protection, safeguarding and meeting the additional support needs of learners. The school's approaches are embedded in legislation and national guidance such as Getting it Right for Every Child. All care-experienced children are considered for a co-ordinated support plan.
- Senior leaders and teachers have effective procedures in place to identify children who require additional support and ensure they receive appropriate interventions. Teachers regularly monitor the impact of interventions to ensure they are improving outcomes for children. Senior leaders and teachers ensure a child's plan is produced for children who need it. They ensure support plans offer good information about strategies used to support children's needs. Teachers recognise that plans could be improved by making children's targets more challenging and specific. This will ensure all children can progress and achieve their best outcomes.
- A few children need further support to ensure they are fully included in their learning. Staff use a range of strategies effectively to support these learners. Senior leaders and teachers should continue to review and evaluate these approaches to ensure they enable children to develop skills in resilience and managing their emotions.
- Senior leaders have appropriately prioritised improving the attendance of children following periods of school closure due to the COVID-19 pandemic. They are building links with families to better identify and address potential barriers to children attending. This is leading to improvements in children's attendance. Senior leaders have recently extended the focus to improving late coming. They should continue to help all children and families to understand the benefits of regular attendance and good timekeeping to all children and families.
- Staff identify and support children facing barriers to their learning well, such as care experienced children, or those impacted by poverty. A range of approaches, such as nurture activities, literacy and numeracy interventions, and wellbeing initiatives, are in place to address barriers. These interventions are monitored well by senior leaders and result in improved outcomes for children.
- Children are developing their understanding of equality and diversity. Children recently reviewed the school library books to ensure they contain stories about different cultures and communities. Children learn about the Black Lives Matter movement and talk about the importance of treating others with respect and celebrating differences. Children with EAL who recently joined the school have been welcomed by their peers. Children with EAL are very well supported by other children who enjoy learning about their culture heritage. Staff should continue to extend children's understanding of protected characteristics and equal opportunities across the curriculum. This should help children develop a stronger appreciation of the importance of equality and fairness in society.
- Children receive their entitlement to religious observance through regular assemblies delivered by the school's chaplaincy team.

## 3.2 Raising attainment and achievement

good

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

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

### Attainment in literacy and numeracy

- Overall, attainment in literacy and English and numeracy and mathematics is good. Attainment dipped across the school as a result of the pandemic. At early level, most children are achieving expected Curriculum for Excellence (CfE) levels. At first and second level, the majority of children are achieving expected CfE levels. Children's progress at all stages across the school is good, and a few children make very good progress.
- Most children, who require additional support with their learning, are making good progress from prior levels of learning and a few are making very good progress.

### Attainment in literacy and English

- Overall, most children are making good progress in listening and talking and reading. A few children working at second level are making very good progress in reading. At early and second level most children are making very good progress in writing. Children at first level are making good progress.

### Listening and talking

- At early level, almost all children talk about their choices and share their ideas with others to help plan their play experiences. At first level, most children listen and respond appropriately when working with others, sharing their opinions and asking thoughtful questions. At second level, most children discuss the main ideas in a text and use information gathered to answer questions to demonstrate their understanding. Across the school, children should continue to build and use a wider range of vocabulary when listening and talking.

### Reading

- At early level, most children recognise and say an increasing number of letters and simple common words. Most children who have achieved first level, select appropriate books for reading for enjoyment and explain why they find them interesting. They need to develop skills in answering inferential and evaluative questions about texts. At second level, most children read with fluency, expression and use appropriate pace and tone. They now need to develop their skills in identifying features the writer has used in the text they are reading.

### Writing

- At early level, most children are demonstrating early writing skills and beginning to form lower case letters. At first level, most children plan and create texts for a range of purposes. They now need further practice in writing independently and developing their spelling skills. At second level, most children create texts for different purposes and audiences. They use an increasing range of punctuation accurately within their writing and use paragraphs well to separate ideas. They should review their writing regularly to ensure it meets its purpose and is technically accurate. Across first and second level children need further support to present their

writing in a clear and legible way and develop their presentation and layout skills. Most children would benefit from further practice in writing extended texts.

## **Numeracy and mathematics**

- Overall, most children are making good progress in numeracy. At second level, a few children are making very good progress.

## **Number, money and measure**

- At early level, most children identify an increasing range of numbers. At first level, most children identify accurately the place value of three and four-digit numbers and confidently round to the nearest hundred. They use an increasing range of strategies to complete calculations. At second level, most children carry out calculations with developing confidence and accuracy. Across first and second level, children are less confident when using fractions, decimals and percentages. All children need further practice using known strategies to solve problems.

## **Shape, position and movement**

- At early level, most children recognise and sort two-dimensional shapes and three-dimensional objects. At first level, most children identify symmetry in patterns, pictures and two-dimensional shapes. They need further practice in finding and identifying right angles. At second level, most children identify an increasing range of angles, including acute, obtuse and reflex. They are less confident with complementary and supplementary angles.

## **Information handling**

- At early level, most children use knowledge of colour, shape and size to match and sort items. They use early counting skills to answer questions about information they have gathered. At first level, most children display data accurately in block graphs, bar graphs and tables and can extract key information. At second level, most children working towards second level use digital technology skills well to collect, display and analyse a range of information. Across the school children would benefit further from applying skills in information handling in a range of real-life and meaningful contexts.

## **Attainment over time**

- Following disruption to learning and teaching due to the COVID-19 pandemic, the school's data shows attainment at first and second level dipped considerably. Children's attainment in numeracy and writing was particularly impacted. Senior leaders and teachers identified this quickly and addressed this through further professional learning and well-planned targeted support. School tracking and attainment data from 2021 and 2022 shows continuing steady improvement in literacy and numeracy across all levels.
- Across the curriculum, most children make good progress over time building on prior skills and knowledge.

## **Overall quality of learner's achievements**

- Staff recognise and celebrate children's successes and achievements in a wide range of ways. Older children develop skills for life and learning through roles such as digital leaders and as Junior Road Safety Officers. They are aware of the value they bring to their school community and are proud of their contributions. Across the school, children develop skills in independence, resilience and teamwork through outdoor activities, trips and experiences. The school gained recognition and awards through learning for sustainability experiences such as 'Fairaware' and Woodland Trust Green Tree School. Teachers track children's participation in wider achievement experiences. They use this information well to plan activities for children at risk of missing out. Senior leaders and staff should now support children to identify the

attributes and skills they develop through participation in these activities. This will support children further as they set and evaluate their targets for learning.

### **Equity for all learners**

- Senior leaders and staff use their knowledge of children and families effectively to inform how they support all children. They ensure all children have equal access to all opportunities for achievement. They use information on children's progress well to identify gaps in attainment between groups of learners. Teachers use clear targeted interventions to address and reduce gaps in children's learning. As a result, most children who require support are making good progress. Senior leaders regularly reflect on the impact of interventions on children's progress and amend these where they are not impacting positively on progress. Senior leaders use PEF well to raise attainment in literacy and numeracy for those children affected by poverty. Teachers have successfully narrowed the attainment gap in writing and numeracy. As planned, staff and partners should continue to plan and provide approaches to support families with the cost of the school day.

### Context

Girvan Primary School Support and Wellbeing Department (SWB) can accommodate up to 20 children experiencing learning difficulties. The SWB supports children within the south Carrick area of South Ayrshire. Fifteen children currently access the SWB and are enrolled in Girvan Primary School. All children require adaptation to their curriculum and benefit from a small group setting with a high level of additional support for learning. The local authority Central Admissions Group considers requests and allocates placements in the SWB based upon assessment information provided by the team around the child. The local authority provides transport for children located beyond the Girvan Primary School catchment or agreed walking distances. A majority of children have planned time accessing mainstream classes in Girvan Primary School. During the period when other local schools were housed within the building, the SWB classrooms were in different areas of the school. PEF is allocated at school level with children in the SWB accessing interventions in the same way as children attending Girvan Primary School.

### Leadership of change

- Teachers from the SWB contribute effectively to a culture of collegiate working and school improvement. They participate in important whole school improvement priorities. For example, SWB teachers play a part in improving support for children to achieve wellbeing indicators across all areas of health and wellbeing. Teachers from the SWB work effectively with other teachers across the school to ensure all children benefit from communication-friendly approaches.
- The SWB environment has undergone recent refurbishment and additional resourcing to meet better the needs of children. This has been an important change to improve the educational environment for children. Teachers and support staff have managed periods of change and significant adversity very well to reduce the impact on children. Senior leaders are well placed, supported by SWB staff, to now refocus on strategic improvement in the SWB.
- Senior leaders have developed a clear calendar for quality assurance of learning and teaching and school improvement activities. Senior leaders and teachers use a recently introduced digital platform well to help them record and check children's progress in literacy, numeracy and health and wellbeing. As a result, senior leaders and teachers understand and know the needs of children well. Teachers and support staff have engaged well with professional learning about approaches to planning for individual needs, developing the curriculum and promoting engagement with learning. Senior leaders and SWB staff should now analyse further the impact of this professional learning on the quality of learning and teaching and its impact on children's progress in the SWB.

### Learning, teaching and assessment

- All staff share positive, supportive relationships with children. Staff understand the needs of children well. Senior leaders and staff work well together to create a safe, nurturing learning environment for almost all children. Staff continue to develop their understanding in adopting nurturing approaches. Overall, children respond positively to the environment and approaches developed by staff.

- Teachers plan and use interactive resources and areas within the school grounds and local community well. This is helping to promote children's engagement and motivation towards learning in almost all learning activities. Teachers use an interdisciplinary approach to learning effectively to help children to develop new skills and transfer skills to other areas of learning. They make good use of digital technology to enhance learning activities. Teachers ensure the majority of children's experiences provide challenge and appropriate progression with learning. Teachers should build on this positive start and ensure all learning activities are matched well to the needs of all children.
- Teachers use a range of helpful information to understand and report on the progress children are making. They should continue to develop further approaches to planning for individual children. They should continue to identify specific outcomes or skills that each child is developing in relation to their identified learning needs. This should help teachers to target, track and measure more effectively the impact of interventions. This will support teachers further in judging children's readiness to access or return to mainstream classes or schools.

### **Ensuring wellbeing, equality and inclusion**

- All staff have a clear understanding of the value of wellbeing for children. Children feel safe and cared for in all aspects of school life. Almost all children receive appropriate support to meet their immediate needs. Almost all children share that they feel included and supported when in school. Teachers ensure approaches to developing children's understanding of wellbeing are embedded across a range of learning experiences. As a result, almost all children identify emotions they experience and how they can respond to these emotions in a safe way. Children know and identify adults in the SWB who can support them and who listen to their needs.
- Most children have an understanding of the wellbeing indicators appropriate to their needs. All children reflect on and self-assess their wellbeing and share with staff how they feel in relation to the wellbeing indicators. Staff use this information to discuss effectively with children how they can make good choices about themselves and their health. A few children identify that they feel ready to increase time in their mainstream class with appropriate support. Staff should discuss with children and their families when children feel ready to access mainstream classes. This should support children further to participate in decisions made about them.
- Teachers ensure team around the child meetings have an appropriate focus on future planning and meeting the needs of children. This includes consideration for a co-ordinated support plan. Children are beginning to attend and be involved in child's plan meetings. Parent's views and children's views are sought across the school year. It is important that their views are recorded on individual child's plans and intervention action plans for reference and to support planning. Children who are reluctant to attend meetings would benefit from additional opportunities to share with staff how well they are progressing and included in school.

### **Raising attainment and achievement**

- Overall, most children attending the SWB make good progress from prior levels of attainment in literacy and numeracy.
- All children have experienced significant adversity with learning. However, they show progress against small steps of learning which are identified in their individual child's plans.

- Children at pre-early level apply communication strategies effectively to communicate their immediate needs. They respond to simple directives and interact positively with familiar adults. Children working at pre-early level are developing skills to engage in simple conversations with a familiar adult. They demonstrate an increasing capacity to share classroom spaces and, with adult support, can wait their turn to use a resource. All children at pre-early level recognise small groups of items and can count with support from an adult. The majority of children read and say letters from the alphabet and identify specific letters in other words. They enjoy listening to stories and are beginning to use specific words to describe objects in stories.
- Children at early level are showing progress in using materials or objects to count to 10. A few children identify odd and even numbers and add or subtract up to 10 successfully. They are developing an understanding of 'before' and 'after' and can use this to describe the sequences of a familiar part of their day. Almost all children can copy simple patterns using numbers, objects or shapes. Children are exploring sounds and words used to describe number, objects or shapes. This is helping them begin to use a range of vocabulary in their writing.
- Children working at first level can use combinations of coins and bank notes. They calculate how much money is required to pay for items and show the coins and bank notes to provide the exact value of an item.
- Children working at first level have an additional focus on extending their writing and enjoy engaging with relevant, interesting learning activities. For example, the partnership with the local Royal National Lifeboat Institution is providing a stimulating context for children to visit, learn and write about boats and the sea. As a result, children are increasing their vocabulary relating to specialist boating equipment and terms.



## 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.