

# Summarised inspection findings

**Belmont Primary School**

Dumfries and Galloway Council

19 June 2018

### 1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement, which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Across the school there is a strong sense of collaborative leadership with well-planned opportunities for all staff to be actively involved in developing and implementing practice that reflects the shared vision of the school. Children, parents, staff and the local community feel valued, included and that their opinions, actions and work are taken into consideration. They hold the headteacher in the highest regard and speak positively about his leadership style and how he uses his knowledge of children and their families very well to support learning.
- The headteacher's approach to inclusion is outstanding, he motivates all who work with him to share his vision and ensure that opportunities are maximised for all children across the school. His commitment to the school and values in relation to inclusion and supporting children, parents and staff are commendable. This motivates the school community and those involved in driving forward change within the school to place children at the centre of all improvements. Staff proactively ensure that children attending from the children's centre and those with barriers to learning feel supported, valued and benefit from interventions that enable them to learn alongside their peers. There are a number of examples of children showing accelerated progress in their social and emotional development as a result of the interventions that are put in place for them after transferring to Belmont Primary school. The inclusive ethos is a strong feature and the backdrop of the school's improvement agenda.
- The headteacher monitors very closely learning and teaching. Alongside the management team they provide very helpful and supportive feedback to improve practice and identify whole school priorities for change. His detailed and meticulous analyses through commentaries of each child, class and intervention is commendable. He provides a clear overview of interventions, approaches and priorities for next steps. This analysis underpins discussions with class teachers and the wider staff team who plan and support children's learning. Support staff talk very positively about how their views of the children are taken into consideration when planning next steps.
- The appointment of a new principle teacher within the Children's Centre has improved further all staff's ownership and commitment to meeting the needs of all children and raising the aspiration of what each child can achieve. The school's long standing understanding and approach to inclusion is reflected within the rationale to close the socio economic related attainment gap. Pupil Equity Funding (PEF) led to a substantial increase in per capita. Staff analyse data well to identify a target group of children to enhance their support further. At the time of the inspection the PEF plan was made available directly to parents. The education authority is developing an embedded approach to sharing this information through the school improvement plan and to make the document readily available online. At the time of the inspection Her Majesty's Inspectorate of Education (HMI) did not receive an overview of the interventions and associated spend. We agreed that the school and education authority will

work with a member of the Scottish Attainment Challenge advisor team to share their practice more widely.

- Across the school all staff have a clear understanding of children affected by their social economic context identified through the Scottish Index of Multiple Deprivation (SIMD) and free school meals. Progress of the targeted group is closely monitored to establish the effectiveness of the high numbers of interventions. Data from mid-term assessments show almost all children made very good progress using standardised assessment information. The school is reviewing the effectiveness of planned interventions with a view to streamline them even more effectively. In doing so, we asked the school to revisit the universal support for targeted groups within core learning and teaching. They should now build further on the knowledge that they have of effective learning and teaching and the increasing knowledge in the evidence based interventions to inform further approaches within planned learning.
- The headteacher is supported very well by an able and highly committed management team of depute headteacher and two principle teachers. They work effectively within the school and with the partner school St Joseph's. The experienced depute takes forward her remit very well and manages the pace of change to bring about improvements. Together the headteacher and depute headteacher support the principle teachers very well. They support staff to initiate change and there are a number of staff who contribute to system leadership across the local authority. Across the school, staff lead and manage the pace of change very well.
- The management team track and monitor children's progress on an individual level and implement new initiatives across the school to improve children's experiences and outcomes. They support staff to initiate change and are developing well a range of systems to ensure that all change is effective. Collectively staff are developing a manageable and effective system to ensure that the high numbers of interventions to close the socio economic attainment gap can be measured. The approach focuses well on identifying short term measures through pre- and post-assessment and the medium term through the rubrics and benchmarks and the long term within Curriculum for Excellence levels at P1, P4 and P7.
- There are a number of staff who contribute to system wide leadership across the local authority. They share widely their good practice and participate in working groups arranged by Dumfries and Galloway Council. Staff benefit from this involvement and skilfully 'bespoke' new initiatives to reflect the context of Belmont Primary School.

## 2.3 Learning, teaching and assessment

good

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

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

- In almost all lessons, the positive nurturing relationships created by staff generate a stimulating learning environment where children are motivated about their learning and where most children are engaged. The vision values and aims of the school community have recently been reviewed. This is allowing staff and wider stakeholders to refocus and implement key priorities that are relevant and more tailored to children's aspirations and needs. This also facilitates strategic planning to continue to meet the needs of all learners in an increasing variety of contexts, which includes growing involvement with external partners to enhance children's wider learning experiences.
- Most children are engaged in their learning and inspectors observed a variety of opportunities for them to build on prior learning. Most teachers plan effectively in order to support and include all children to access learning activities. Planned opportunities to challenge further those children who exceed targeted levels of expectation, will help to ensure an appropriate balance of support and challenge for all.
- Most teachers use a range of approaches to engage children in their learning. Inspectors observed some lessons where activities were overly teacher led, resulting in learners being less productive by the end of the lesson. In the majority of lessons, children experienced planned opportunities to develop their learning through a balance of independent and collaborative approaches to learning.
- Almost all teachers and support staff are very aware of the needs of individuals and groups of children. Continued collaboration amongst staff to develop approaches to planning, which builds in appropriate differentiation of tasks and activities will help to ensure that learning is increasingly well matched to the needs of all learners. Further opportunities to make connections across contexts for learning should be developed. For example, aligning aspects of existing literacy and grammar activities to similar approaches in children's 1+2 modern language experiences.
- Overall, the quality of teaching is good. There are examples of highly effective practice where teachers have skilfully built in creative approaches to learning and assessing learning, into a variety of activities. Staff increasingly have opportunities to work collaboratively with their colleagues to develop more engaging and motivational approaches to planning learning and teaching and to observe each other, as well as engage in focussed professional dialogue. A priority moving forward, is for staff to have planned opportunities to share good practice more widely within the school and importantly, have more opportunities to look outwards in their professional learning. This will allow staff to capitalise on highly effective approaches to teaching which have been successful in other contexts.

- Learning intentions and success criteria are discussed and revisited at key points in almost all lessons, in order to check for understanding. More creative approaches to this that inspectors observed included children working together and with the teacher to define learning intentions and success criteria for subsequent lessons. The quality and relevance of learning intentions was variable across classes. In a few lessons, inspectors observed learning intentions and success criteria which were not always accessible to all children.
- Almost all teachers provide clear instructions to set out expectations for activities. There were a few highly effective examples of questioning techniques used in classes to engage children and assess their progress. Further opportunities for all staff to collaborate and share examples of such highly effective questioning techniques will help to increase children's understanding in activities and will also help teachers to check for understanding more accurately. Most teachers referred to prior learning in lessons. This was not always linked in a relevant context to new aspects of learning, in order to make clear connections in children's learning.
- The school has been working to raise the profile and impact of learning conversations, with the aim that children know exactly how to improve in their learning, across all curricular areas. Additional support built in via targeted groups of children's 'purple jotters' has been developed across all stages. This support strategy which involves parents, the children and key staff, had not been embedded as rigorously as initially planned. However, a recent re-launch of this support is now involving children in longer and shorter term targets for improvement, and importantly, parents receive updates on their child's progress and targets.
- Almost all teachers are confident in the use of interactive whiteboards to support learning. Some of the resources used with these are of a high quality. There is more limited scope for young people to access digital technologies to deepen their learning. The school currently has laptop devices for children to access at planned opportunities. However, the school reported that the current local authority IT policy restricts the use of tablets and mobile devices in school, which would otherwise help to enhance learning. As a result, there is no provision for mobile tablet devices across the school other than in the Children's Centre. Discussions with the education authority provided an insight into the IT strategy to enable improved access and infrastructure to support current advancements in the use of mobile devices to enhance learning.
- Staff currently engage in moderation activity with colleagues across the school and the cluster. Senior leaders should plan further opportunities for staff to look outwards at standards in moderation more widely across the system. This should encompass increased awareness of the role of Experiences and Outcomes (Es and Os) and the National Benchmarks. Moderation is currently too focussed on assessment and outcomes from learning. Future moderation should prioritise the moderation of planned learning and teaching and the curriculum on offer. Continued input from local authority Quality Assurance and Moderation Support Officers (QAMSOs) will also be beneficial.
- Staff currently gather a wealth of data to monitor pupil progress at key milestones across stages. Further consideration needs to be given to the relevance and purpose of the various diagnostic assessments applied to tracking and monitoring pupil progress, in order to streamline approaches to judging pupil success at Broad General Education (BGE) levels. This will also help to generate a more balanced approach to the range of assessment supporting teacher judgement.
- Senior leaders meet termly with teachers to discuss children's progress. Senior leaders are fully involved with class teachers and support staff in termly discussions and proposed

interventions to support children's learning and progress. Improved approaches to engagement in moderation will also facilitate this, as staff become more confident to their judgment of achievement of a level.

## 2.2 Curriculum: Learning pathways

- The school created its own high level curriculum plan focusing on the entitlements, personal support and their own contexts. The school uses a blend of discrete subject development and interdisciplinary studies to develop E's and O's across all curriculum areas. Teacher resources and programmes for all curriculum areas are available to all staff. These consist of progression pathways for discrete subjects in Language and Literacy; Maths and Numeracy; Health and Wellbeing; Science; Technologies and Religious and Moral Education. There is an overview of interdisciplinary studies which mainly focus on Social Studies and Science. The curriculum guidance supports staff very well to plan coherent and progressive learning for children.
- All staff use assessment rubrics in literacy and numeracy for planning and assessment. These are shared with pupils and parents. Children are encouraged to take ownership of these and to use them to identify their learning targets. Learning conversations are a regular feature of learning and these help pupils to speak about their learning in an informed way.
- The school has a well-established three-year programme for health and wellbeing, which ensures progression in learning and also offers flexibility to respond to particularly relevant and current issues that can arise in the community. Partners plan in collaboration with the school to deliver aspects of the health and wellbeing programme. This is updated regularly and involves partners and experts in the community to support the content and skills development.
- The school currently includes French as a second foreign language (L2), in curriculum plans and children across the stages receive regular modern language inputs. There are currently no formal plans in place for a second foreign language (L3) however discussions are in place with the cluster secondary and primary schools to agree an approach to move this forward.
- Staff have raised awareness of employability skills and Developing Scotland's Young Workforce and already engage with a wide range of partners who support the school. There is scope to develop the Developing the Young Workforce strategy which is underpinned by national guidance through 3-18 Careers' Education Standard.

## 2.7 Partnerships: Impact on learners – parental engagement

- All parents are very positive about the work of the school. They say that teachers are very approachable and that their child enjoys learning at school. The head teacher is held in very high regard and those parents who spoke to the inspection team report that he knows every child and responds very well to any requests they make regarding their child's education.
- The Parent Council spoke particularly positively about the school 'app' which provides very good communication about events and children's learning. Parents are increasingly making use of the useful drop in sessions aimed at developing the use of the 'app' further. There are many examples of parents helping in school including supporting football and netball. The schools' termly broad general education leaflet gives parents very good information on the wider curriculum.
- The school has introduced a number of strategies for families to learn together. Currently, P1 children and parents are making good use of FLASH (Family Learning and Support in Homework) and P3 parents and children are involved in Roots of Empathy programme. There has been a recent programme involving dads in their child's learning and the school has now introduced class talks for all parents to be involved in learning conversations. This work is to be commended.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

### 3.1 Ensuring wellbeing, equality and inclusion **very good**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school has well-established approaches which support and promote the wellbeing of all children. This ensures children's needs are quickly identified and appropriate support is put in place. There is a very good shared level of understanding amongst staff and partners about the factors which can influence and impact on wellbeing and how this can affect children's ability to achieve. Staff work well with partners, including voluntary sector organisations, to access, plan and deliver support activities for children and their families.
- As a result of the approaches taken by the school and its partners, key aspects of children's wellbeing are improving. For example, training for staff is designed to increase knowledge and skills in areas which can best support wellbeing. Children spoke of staff who show them great respect and model positive relationships. Children do feel staff care for them and help them in their learning and also to develop their own sense of self. Almost all children feel they can contribute to the life of the school and make improvements, however those in P1 to P3 are not sure how their views are represented at Pupil Council.
- Almost all children are confident, able to voice their opinions and views and make the most of the opportunities to achieve success which are provided through school.

#### **Inclusion**

- The school's commitment and approaches to inclusion are a strength. The nurturing ethos in the school provides a context in which all children, and their families, are encouraged and supported to feel a valued part of their community. There have been no exclusions of children in the last five years. Staff are members of working groups which are tasked with ensuring that there is a challenge to any discrimination within the school. The findings of the working group are then discussed with the pupil council and cascaded to other students in the school.
- The school meets children's learning needs very well. Based on clear identification of needs and careful tracking, staff plan and organise effective support programmes which are well resourced. There is very strong teamwork between the headteacher, the principal learning support teacher, learning support assistants and class teachers. Staff use a number of strategies to ensure good communication and continuity in support for individual children. The school also makes very good use of a range of partners including teams from the local authority, educational psychologists, social work staff and other agencies as required. The partners spoke very positively about the strong partnership working with staff in the school. They are made to feel very welcome and staff ensure that the advice they give to improve learning for the children is implemented. There is a wide range of specific programmes of support to ensure that children make steady, positive progress. A well evidenced emotional literacy programme has been in place for several years and has shown positive impact for the

children who work through the programme. Managers and staff should now look more closely at meeting the needs of high achieving children.

- Staff take a broad, holistic view of the kinds of barriers which children and their family's experience, and which affect the children's capacity to learn develop and achieve. Staff have taken part in professional development to improve their understanding of the effects of disadvantage, encouraged by the national priority of closing the gap in attainment between the most-and least-deprived children. This enhanced understanding has resulted in valuable adjustments to the ways in which the school identifies different children for support.
- Transitions from early year's settings, including the school's own nursery class, into P1 are managed very well. Staff ensure that important information is gathered relating to each child's progress and learning needs. The school is then well placed to take effective steps to identify and meet children's needs, including arranging enhanced transition support where appropriate particularly with children moving into or out of the children's centre.
- Attendance is monitored and appropriate support is provided to children and families. This is leading to improved patterns of attendance.

## **Fulfilment of Statutory Duties**

### **Statutory Duties – Health Promotion and Nutrition Act (HPN Act):**

- The information provided in support of the Regulations under the HPN Act show that there is still further work to be done to ensure full compliance. The school is meeting the main duties under the HPN Act.
- The school meets in full, all the requirements and expectations of relevant regulations and statutory duties. The staged intervention approach is used very well to consider the needs of children and identify appropriate interventions. Almost all children with additional support needs have robust enhanced plans both statutory and non-statutory to ensure their additional support needs are very well met.

## 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 numeracy is good. From data provided by the school, most children are predicted to achieve appropriate CfE level. In addition, professional judgement on children's progress shows that most children make appropriate progress from their prior levels.

### Number money, measure

- Overall, most children at the end of the early level are making good progress in acquiring early numeracy skills. Children in P1 are confident working with number within 20 and stories to 10 using concrete materials. Most children in P4 who are on track to achieve the first level are able to round simple numbers. They are confident in their use of the times tables to five and developing their understanding of money to £10. However, they are less confident with mental strategies for adding and subtracting within 100. Most children working towards the end of the second level can add and subtract confidently using four digit numbers. They are confident in numbers to two decimal places and in calculating percentages of a number. Children working at the second level were able to explain profit and loss and how this could be used. They were aware of how to calculate time differences. Overall, most children across the school are confident in aspects of measure appropriate to their age and stage. Children would benefit from more regular opportunities to apply their learning in real life contexts and have more opportunities to explain their mathematical thinking. Overall, children need to develop mental mathematics strategies more systematically across the school.

### Shape position and movement

- Most children in P1 can identify patterns and sequences as well as common shapes. Most children by P4 are able to name faces, corners and edges of common 3D objects. By P7, children are developing their understanding of angles. Children working within the first and second level were able to use the language of probability and chance. Children were less confident in describing directions.

### Information handling

- Children at the early level had experience of gathering information displayed in pictograms and bar charts. Children at the first level were less confident about ways to gather data and unsure of Venn and Carroll diagrams. Within the second level, children had experience of using spreadsheets and data bases and could describe a range of graphs and how these could be used.

### Attainment over time

- During the inspection, the school was able to provide data on children's attainment over time as they progressed through the school. The range of available data consisted of summative assessments, standardised tests and teachers' professional judgement. The school gathers SIMD data which takes account of socio-economic context of the school.
- The school has correctly identified dips in attainment at certain stages. The school has provided additional staff and interventions to help ensure progress and attainment for these children. The school has recognised the need for staff to link learning and create more opportunities for children to apply learning in a variety of real life contexts.
- The school is making appropriate use of the national standards' benchmarks and is using these to inform professional judgement. All teachers should now continue to engage in using these support materials to develop a clear and shared understanding of what constitutes achievement of a level, and promote appropriately high expectations for all children.

## **Attainment in Literacy**

### **Listening and Talking**

- Overall, children are making good progress in developing and applying listening and talking skills across their learning. In most classes, children listen and respond to each other and adults in a respectful manner. Children at most stages work well together in small groups and are keen to share their views and ideas with each other. They are encouraged to share their learning with each other in partners and small groups using cooperative learning strategies. Some children, particularly in early stages, have not yet developed the skills required for effective listening and talking. They would benefit from a more structured approach to teaching listening and talking skills which would enable them to become more successful in their learning.
- At early stages, most children listen to and follow instructions well and, in the best lessons, children recognised the need to take turns. Most children at first level are demonstrating that they can ask and respond to different types of questions and can identify and discuss key ideas within texts. Most children at second level can communicate their ideas and views confidently and clearly. They can ask and answer a range of literal and inferential questions and can contribute to class and group discussions and give peer feedback on their learning. Overall children would benefit from a more structured approach to teaching listening and talking skills which would enable the children to develop their skills even further.

### **Reading**

- In reading, most children are engaging well with texts and are learning to apply their skills to improve their understanding of what they are reading.
- At the early level, most children can make simple predictions and answer questions about what will happen next. They are learning to use their knowledge of sounds, letters and patterns to read words and are beginning to apply their knowledge to read familiar words in context. Most children across first level can use word recognition strategies to decode unfamiliar words. They are able to share thoughts about characters and settings of the text.
- By P6 and P7, most children are able to answer a range of inferential questions to demonstrate their comprehension of texts. Most can discuss vocabulary, use of language and some particular features that authors use to develop characterisation and settings.

- The school should continue to raise awareness of the opportunities for reading for enjoyment across the school, to encourage and enrich learners' experiences and support them to develop personal preference and choice in reading a variety of texts. We asked the school to ensure that more able pupils access greater choice in the texts that they are reading in school. There is a need to encourage increased skills in independent reading and higher levels of engagement.

## **Writing**

- Across the school, children are making good progress in developing writing skills within their writing lessons and through their interdisciplinary learning (IDL) contexts. Across the school children are developing the tools for writing well to improve the quality and grammatical accuracy of their writing. Across the school, most children are making good progress in developing writing skills
- Within their writing lessons and through their IDL contexts. The majority of children at early stages are able, with appropriate support, to write simple words to form sentences. At first level, most learners are developing the tools for writing well to improve the quality and grammatical accuracy of their writing. At second level, most children are selecting and using appropriate vocabulary to write for specific purposes and they are able to convey thoughts and feelings when developing character and setting. Staff should continue to use moderation writing to ensure a consistent approach to the teaching of writing across the school.

## **Attainment over time**

- Attainment over time from 2015–2017 has seen a small but steady gain in P7 in Reading Writing Listening and Talking but has dipped in P1 and 4 across Reading, Writing, Listening and Talking. In 2018 across P1, 4 and 7, a substantial increase in attainment across reading (14%) writing (11%) and Talking and Listening (12%) has been predicted.
- During the inspection, the school was able to provide data on children's attainment over time as they progress through the school. The available data consists of summative assessments and teachers' professional judgement. The school gathers SIMD data which gives valuable insight into the socio-economic context of the school.
- The headteacher and staff are committed to developing equity across the school and are taking steps to ensure that barriers to learning are removed e.g. through the FLASH initiative; breakfast clubs; Talking, Listening, Questioning techniques and homework initiatives.

## **Overall quality of learners' experiences**

- The school recognises, celebrates and shares children's successes and achievements. Through the school app children's success is celebrated beyond the school. There is a wide variety of clubs and opportunities for children to become involved in. The school choir has been very successful in local competitions and a group of P7 pupils are currently working towards a Dynamic Youth Award. The school is aware that their system of tracking wider achievement needs to be more robust to ensure opportunities are targeted appropriately.
- There is an impressive range of opportunities for wider experiences, especially in P6 and P7, including their Fruity Friday enterprise activity promoting financial education skills. Some clubs have been established through pupil initiatives. The Shokk gym initiative arose in response to pupils' self-evaluation in relation to health.

- There are many groups and committees and these provide good opportunities for children to take on leadership roles in school. Digital leaders provide support to both staff and pupils and communicate with parents and carers through their GLOW blog and Twitter.

### **Equity for all learners**

- The headteacher and staff are committed to developing equity across the school. They are aware of the socio-economic context of the school and take steps to ensure barriers to learning are removed. However, there is a large number of initiatives and interventions in place across the school. The PEF funding has been focussed on additional staffing to support the development of literacy and numeracy. The headteacher and staff should carefully monitor the impact of these initiatives, at regular points across the year, to ensure they continually raise attainment, in particular for the most vulnerable children.

## Choice of QI: 1.5 Management of Resources to Promote Equity

- Management of finance for learning
  - Management of resources and environment for learning.
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- The school deploys additional staff very effectively across the school to enhance learning and teaching. Deployment is consultative and informed by data that is consistently gathered and revisited by the management team. The recent PEF allocation has been used well to build on existing practice. Mid-year assessments show that individual children are benefiting from the interventions using standardised assessment measures. The school is reviewing the approaches and in doing so we asked them to reflect short, medium and long term measures that are in line with those outlined within the National Improvement Framework (NIF).
  - As a result of PEF, children benefit increasingly from a number of enhanced learning experiences from outside partners and agencies. The impact of all of these partnerships is not currently measured and recorded. There is considerable scope for staff to develop their awareness of the difference they can make in their day to day work with children as a result of opportunities stemming from PEF funding and resources. This will help to generate strategies towards a more sustainable approach to interventions deployed via PEF funding. We asked the school to review approaches to learning and teaching taking account of the universal approaches to learning and teaching that will meet the needs more effectively of all children and reflect the vision of Excellence and Equity for all. For example, a few higher achieving children will benefit from improved pace and increased use of effective digital technologies. In addition, continue to improve children's skills in talking about their strengths and next steps across learning and knowing themselves as learners.

## Quality of provision of Special Unit (contributes to school evaluations)

### Context

- Belmont primary children's centre is an authority resource for children with either severe or complex additional support needs. At the time of the inspection there were three children attending the centre. The children in the centre attend mainstream classes where appropriate. All the children attend school assemblies and take part in a range of other activities with the children in the mainstream school primary children. It is an inclusive environment where children from the centre mix very well with the other children in the school.

### Leadership of change

- The vision, values and aims of the children's centre are the same as the school fostering the sense of inclusion and belonging as an integral part of the school community. Staff and children were involved in shaping the recently refreshed vision, values and aims for the whole school. The centre aims to provide enhanced support to children and families and to respect and value children regardless of their needs. All staff demonstrate commitment to children's wellbeing and development. Over time, staff have developed very positive relationships with parents and respond promptly to any concerns.
- The school provides good opportunities for children in the centre to participate in the life and work of the school. A few children attend mainstream classes and all attend assemblies and other events such as curling and away days. There is scope to further develop opportunities for children to contribute to whole school improvement through membership where appropriate of groups such as the pupil council.
- All staff in the children's centre report that they are very well supported by the school management team. The headteacher is closely involved in auditing the planning for children's learning. Managers and staff meet regularly to discuss improvements within the provision and identify areas for improvement. The principal teacher and support workers work very effectively together, along with relevant partners and parents, to support children's learning and provide high quality individualised support.

### Learning, teaching and assessment

- All staff are sensitive to children's needs and ensure positive relationships and a nurturing ethos which is helping children to settle and get ready to learn. When children are actively engaged in learning activities, they are motivated, enthusiastic and keen to learn. Staff could increase the range of activities and time spent on some learning activities to avoid too much waiting time. As discussed, procedures should be put in place to ensure that the children's learning is not disrupted by visits from both children and staff from the mainstream school. This is particularly relevant for the administration of medicines and dealing with children who are unwell.
- Staff encourage and support children to communicate their views and feelings verbally and where appropriate, through symbols and pictures. Almost all children are increasingly confident about interacting with staff and peers where they can. Staff should continue to further support children's engagement through symbols and pictures. They should also continue to further support children's communication, understanding and engagement in learning through more consistent use of signing when appropriate, auditory devices and visual cues including digital support. Staff make very good use of the local community and outdoors to support children's health and wellbeing.

- Children in the centre have comprehensive plans developed with key partners and based on a range of assessments. Children's plans identify clearly their additional support needs and create a strong, coherent base for planning the next steps to support their wellbeing and learning needs.

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

- Staff prioritise the safety and wellbeing of children. Children are treated fairly and with respect. They are an integral part of the school. Most are learning about healthy lifestyles through swimming, walking, and using the gym. Where appropriate, they are encouraged to try healthy snacks and lunches. Children's plans take appropriate account of the wellbeing indicators and use these to inform practice and identify individual support needs.
- The headteacher and staff take due account of the legislative framework relating to children's wellbeing and additional support needs. All children have statutory plans in place to ensure that their additional support needs are met.

### **Raising attainment and achievement**

- Almost all the children are making very good progress in their learning. Staff are tracking and evidencing children's progress in their short and long term targets. They could further improve their confidence in evidencing children's progress through moderation activities with other professionals and analysing the data more fully. Staff recognise children's achievements in photos and displays. The children's centre should continue to develop opportunities for children to achieve and record these more systematically.

### **Other information**

- Children and their families are well supported when they begin attending the children's centre. This support begins through an enhanced transition programme before the children begin attending the centre full time. The school communicates very well with parents through daily contact, digital home school diaries and regular reviews of their children's progress.

## Practice worth sharing more widely

- The school's approach to inclusion is worth sharing more widely. The planning for children with additional support needs is very well embedded within the school. All staff working with the children and parents are involved fully in learning conversations and monitoring children's progress.

## Explanation of terms of quality

The following standard Education Scotland terms of quality 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.