Summarised inspection findings

Toryglen Primary School

Glasgow City Council

19 December 2023

Key contextual information

Toryglen Primary School is a non-denominational school situated in Toryglen, in the southside of Glasgow. The school benefits from the inclusion of a language and communication resource (LCR) which supports children from across Glasgow. At the time of inspection, the school roll was 113 with children taught across five classes in the mainstream school and four classes in the LCR. Since 2020, there have been significant changes to staffing, including the senior leadership team. The school leadership team consists of the headteacher, who has been in post since March 2023. She is supported by an acting depute headteacher and a newly appointed principal teacher. The acting depute headteacher will return to his substantive post this session when the permanent depute headteacher returns from leave. Across the school, 60% of children require additional support. Just over half of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. Almost 86% of children live in SIMD 1 to 3. Across the school, 32% of children have English as an Additional Language (EAL).

1.3 Leadership of change	weak
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	

■ Over the past three years, the school has experienced significant and continuous changes to staffing. In the leadership team alone, there have been five different headteachers, a few in a short-term acting capacity, leading the school. The appointment of the current, substantive headteacher has brought much-needed stability.

■ Staff foster positive relationships with children and their families. They understand the socio-economic and cultural contexts in which children and families live. They are proud of the diverse school community and value and respect children and their families. The values of inclusion, responsibility, relationships, respect and nurture reflect well the current context of the school. In recent years, staff across mainstream classes and the LCR have worked effectively together to improve the work of the school. Staff have focused rightly on developing a positive and purposeful climate for learning where inclusion is a central feature of their practice. They now use local authority frameworks to review and adapt learning environments. As a result, classrooms are calm, purposeful and well organised.

■ Teachers have identified accurately the need to develop consistently high-quality learning experiences that meet the needs of all children. Despite the significant changes to staffing, teachers have continued to work together to sustain this focus for improvement.

■ Teachers engage positively in research-based professional learning, with a few gaining accreditations for their work. They use professional learning to support the improvement of teaching approaches which is increasing children's engagement. Senior leaders should now plan how to involve support for learning workers (SfLWs) in leadership opportunities. This includes access to appropriate professional learning and involvement in school improvement priorities to support their work with children.

- Overall, teachers appreciate the new leadership team's collaborative approach. Senior leaders carry out a few quality assurance activities to support improvement. They use prompt questions to help teachers reflect on their practice and provide feedback to teachers after individual observations. However, feedback does not always identify the strengths and areas that need to be developed further. As a result, senior leaders are not able to evaluate clearly the progress made towards improvement priorities.

- The headteacher is at the early stage of using How good is our school? 4th edition with staff to evaluate the work of the school. Staff identify activities and approaches which contribute positively to the life of the school. The headteacher has recognised rightly the need to support staff to evaluate the work of the school accurately. Current improvement priorities do not reflect the need to significantly improve children's attainment in literacy and numeracy and the planning for children's individual needs. There is limited evidence that leadership of change over recent years has improved children's attainment.

- The headteacher spends a considerable amount of time on operational matters. As a result, she has less time to provide effective strategic leadership and to create conditions that support continuous school improvement. The headteacher now needs to develop a clear strategic approach to the improvement of learning and teaching and raising attainment for all children. She should prioritise increasing the pace of change and ensuring that all children experience the right level of challenge in their learning. She needs to ensure improvement priorities are reviewed more regularly against robust evidence and that progress is clear and measurable. As a priority, she needs to ensure the school has appropriate plans in place to support the individual needs of all children.

- The headteacher is beginning to involve children in discussing their views on how to improve the school. Staff give good support to a large number of pupil leadership groups in which all children take part. The majority of children feel staff listen to their views, but they are not clear on how this leads to improvement or change in the school. Children are keen to improve aspects of their learning, for example, developing outdoor learning in the school grounds.

- The headteacher meets termly with staff to discuss children's progress in literacy and numeracy. Staff know children well and are planning activities and tasks that increasingly match children's abilities in these areas. Senior leaders now need to support teachers to create clear and measurable targets for children who require additional support. This will support teachers further to plan activities that provide the right level of challenge for all children. The headteacher uses a range of 'lenses' with which to look at children's attainment. She should now analyse this information more rigorously to demonstrate the progress each group is making. This analysis should evaluate how well the school is accelerating progress towards closing the poverty related attainment gap. This regular and detailed analysis should support senior leaders and staff to develop a collegiate approach to raising attainment.

- The headteacher uses Pupil Equity Funding (PEF) to enhance staffing across the school. However, deployment of this resource is not being used fully to support closing the poverty related attainment gap. Measures in place are too wide and currently school attainment data does not provide a robust baseline to measure improvement. The local authority should now provide increased support for senior leaders to help them plan how to accelerate progress towards key improvement areas such as children's attainment in literacy and numeracy. With strategic support from the local authority, the stable staff team is in a strong place to develop areas of improvement to meet the needs of all children. Senior leaders should ensure that parents and children are actively involved in determining the focus of PEF within their school.

2.3 Learning, teaching and assessment	satisfactory

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

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

■ Across the school, there is a positive, welcoming ethos. Teachers and children demonstrate the school values well in their daily interactions with each other. Children have positive relationships with all staff and with each other. Children are polite, demonstrate respect and are keen to engage with visitors. Staff are helping children to develop their understanding and awareness of their rights and the rights of others. For example, across the school, teachers and children have developed individual class charters linked to children's rights.

■ Most children are motivated and engage well in their learning. They enjoy opportunities to work with their peers in small groups and pairs. In most lessons in literacy and numeracy, teachers provide learning activities which are increasingly well-matched to most children's individual needs. Children do not yet have enough opportunities to lead their own learning. Teachers should ensure that learning across all curriculum areas meets the needs of all children. Often the pace of learning is too slow, and activities are not challenging enough for children to allow them to develop their knowledge and skills further.

■ In most lessons, teachers give clear instructions and explanations. In almost all lessons, teachers are effective in sharing the purpose of learning with children and how they will know if they have been successful. They are using this knowledge well to be clear about the skills children will develop as they learn. In a few lessons, children and teachers create success criteria together and children use this to self-assess their progress.

■ In the majority of lessons, teachers use a range of questions effectively to check children's understanding. Teachers should now develop their use of questioning to encourage children to explain their learning and thinking. This should help children to develop higher-order thinking skills. Most teachers use verbal feedback and praise well to encourage children, which is improving children's confidence. Teachers need to ensure that written feedback is skills-based and identifies clearly how children can improve their work further.

■ Teachers have built on approaches developed during periods of remote working and use digital technologies well to enhance learning and teaching. They integrate the use of digital technology into their daily teaching and learning routines across the curriculum. Children are developing their skills effectively in digital technology using a range of devices, such as tablets, interactive whiteboards and voice recorders.

■ Teachers at the early stages have engaged with national practice guidance about learning through play. They have created environments which provide children with opportunities to develop and use their skills in creativity, curiosity and enquiry. They use observations well to identify the skills children are developing. Moving forward, they should ensure that play experiences support children to make better progress in their learning.

- Teachers use a range of summative, diagnostic and ongoing assessment to assess children's progress. They plan experiences that allow children to use their knowledge and skills in a range of contexts across the curriculum. Teachers should now use these assessments to inform their professional judgements about children's progress better. In most classes, children have a few opportunities to assess their work and the work of their peers. In a few lessons, children use digital technology well to provide specific assessment feedback to their peers.

- All teachers work together, and with colleagues in the learning community, to moderate children's writing. This is beginning to help them to develop a shared understanding of national expectations for children's achievement of Curriculum for Excellence (CfE) levels and national Benchmarks. As planned, teachers should moderate children's work in other areas of the curriculum. This should help them to make more robust judgements about children's progress and attainment and provide greater consistency of professional judgements.

- Teachers plan over different timescales across all areas of the curriculum. They plan increasingly well to meet the needs of groups in all aspects of literacy and numeracy. Senior leaders now need to support teachers to plan to meet the needs of all individuals across all areas of the curriculum. Most children set individual targets for their learning in literacy, numeracy and health and wellbeing. Teachers need to revisit these targets more regularly with children to help them to understand the progress they are making to further refine their next steps for learning.

- Senior leaders and teachers meet three times a year to monitor and review children's progress in literacy and numeracy. They identify those children who require support to make greater progress or require more challenge in their learning. Senior leaders and teachers have not yet fully implemented targeted interventions for children this academic session. As planned, they should ensure these are provided to support all children to make the best possible progress. It will be important for senior leaders to have a clear overview of those children receiving targeted interventions. They should monitor closely the impact on children's progress to ensure that interventions are effective.

- Senior leaders are beginning to gather data about the progress of cohorts of children, such as those with English as an additional language. They are beginning to identify the gaps in attainment between cohorts. Senior leaders should ensure this information is shared with teachers to support them with their planning of learning for all children. As planned, senior leaders should review regularly the progress of cohorts to help them monitor how well learning gaps are being closed. This should help them to clearly identify how effectively the school is accelerating progress in closing the poverty related attainment gap. Senior leaders and staff now need to track and monitor children's progress across all areas of the curriculum.

2.2 Curriculum: Learning pathways

■ Teachers use progression pathways to plan children's learning across all areas of the curriculum. These pathways are based on CfE experiences and outcomes. Teachers use these progression pathways well to plan learning that makes links across several curricular areas. Senior leaders now need to support teachers to look closely at the progress of children across the curriculum.

■ Teachers use the school's progression pathway for physical education to support planning and progression in learning experiences. Senior leaders must ensure all children receive their full entitlement to two hours of high-quality physical education each week.

■ Children in most classes have a few opportunities to learn outdoors. They would like more opportunities to learn outdoors. All older children recently participated in a programme of outdoor learning in nearby woods that was supported by local partners. Senior leaders should ensure all children have regular opportunities to learn outdoors within and outside the school grounds. They should work with staff to develop a progressive skills framework for outdoor learning.

■ All children have regular opportunities to use their skills in digital technology. They use digital technology well across the curriculum to enhance and display their learning.

■ All children receive their entitlement to 1+2 languages. Teachers use a progression pathway effectively to develop children's knowledge and skills in French. A few older children made links with a local business to use their French skills to translate menus which were displayed in a bakery. The school achieved accreditation for this work which linked children's learning to the world of work. Across the school children also have opportunities to learn Makaton and Mandarin.

■ The school has a library which a few children access weekly to select books to read for enjoyment. Children would like regular opportunities to access and use the school library. Staff should review the texts available in the library to ensure children can access texts which will support and develop their understanding of diversity and equality.

■ Senior leaders and teachers liaise annually with staff in local early learning and childcare (ELC) settings and local secondary schools. They plan together opportunities for children to experience their new setting before moving on. This supports children's transition as they move from ELC to P1 and from P7 to S1.

2.7 Partnerships: Impact on learners – parental engagement

■ The majority of parents feel comfortable approaching the school with questions, concerns or suggestions. The headteacher has responded proactively to requests for advance notice from parents by producing an annual diary. This supports parents well to plan their attendance at school events.

■ The headteacher has introduced parental engagement events such as 'breakfast and blether' to meet and speak with parents. These events support parents to engage positively with the life of the school and contribute to the school's self-evaluation.

■ Parents value the support which teachers and support staff provide for their children. The majority of parents understand how to support their child's learning at home. A minority of parents would like increased opportunities to be involved in their child's learning at school. They are not clear about the progress their child is making. The headteacher and staff have responded positively, developing a partnership with Family Connect to support this work. This approach could inform further opportunities to involve parents more regularly in learning alongside their child.

■ The majority of parents do not understand how their voice has an impact on changes that are made across the school. A minority of parents would like increased communication from the school. The headteacher should now develop a strategic plan to engage and involve parents meaningfully in the work of the school. She should involve parents in reviewing approaches to ensure they are inclusive, accessible and support parents to be involved in the school. The newly reformed Parent Council, who have engaged positively with training from Glasgow Life, are well placed to support this work.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion	weak

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

■ Across the school, staff enjoy positive relationships with children and families which helps them to provide nurturing support for children where required. Parents talk positively about the support staff provide for children. Most recognise the positive impact this support has on children's confidence and emotional wellbeing.

■ Overall, children have an improving understanding of the wellbeing indicators and their relevance to daily life. Almost all children agree that the school provides regular opportunities for physical exercise, which contributes to improved health. They talk about improving their health through diet. They understand that sharing concerns with a trusted adult helps their mental health. Most children know who they can talk to if they are worried or upset.

■ Staff are proactive in supporting their own and colleagues' wellbeing. Members of the staff wellbeing committee work closely together and provide strong collegiate support to staff. They have created a helpful wellbeing checklist and toolkit to provide staff with practical ways they can maintain and improve their wellbeing. Staff report positively about how the committee supports their sense of belonging and wellbeing.

■ Staff promote and encourage children to demonstrate positive behaviour through their use of nurturing principles, school values and clear expectations for children in classes. If children find situations challenging, staff almost always provide calm and consistent support to enable children to re-engage positively with their learning. Staff's long term focus on creating and sustaining inclusive classrooms is supporting learning environments to be calm and purposeful. As a result, the majority of children feel safe at school. Senior leaders and staff should now support the minority of children who either feel unsafe or are unsure if they feel safe in school.

■ A few children receive targeted nurture support which helps them to settle well in school. As a result, children develop social and communication skills well. They learn important strategies to manage their emotions and transitions throughout the day. Staff gather important data about children's strengths and needs to inform their planning. Staff's observations and assessment data provide a strong evidence base to measure improvement. This approach is improving children's ability to manage new situations and unexpected change well.

■ The headteacher has recently re-introduced Glasgow's Motivation and Wellbeing Profile to support children's emotional literacy. Staff are beginning to use this to support children to reflect on their wellbeing. Staff's use of the profile is providing clear information from which to identify appropriate supports for children. In the longer term, this should support staff to evaluate accurately how interventions and support have improved outcomes for children.

■ Staff need to ensure that they comply with Additional Support for Learning legislation in order to meet the needs of all children. Teachers develop wellbeing plans for most children who

require additional support, but these do not have targets which are specific and measurable. Teachers need to match clearly the interventions and strategies used to support children to engage positively in their learning. Senior leaders should ensure children's progress in relation to planned targets is reviewed and measured more frequently. This will support staff to evaluate clearly whether interventions are effective and lead to improved outcomes for individuals. Parents and children need to be more involved in setting clear targets and tracking progress over time.

- Senior leaders should ensure all staff are aware of the strategies and supports in place for individual children. They now need to involve all staff, who support identified children, in planning to ensure agreed strategies are followed consistently. They should ensure all staff are clear on their roles and responsibilities and follow policies and procedures set by the local authority to ensure best practice in this area. Senior leaders need to ensure that SfLWs have the correct professional learning to support children's specific needs. Senior leaders must ensure all children who are care experienced are considered for a coordinated support plan.

- All staff undertake child protection training annually. Senior leaders provide training which takes a closer look at different aspects of safeguarding. This supports staff to have a better understanding of the impact different circumstances can have on children and families.

- The headteacher monitors children's attendance closely. School attendance has been below the national average for the last three years. The headteacher plans to address this through targeted approaches. Senior leaders should now review incidents of exclusions and part-time attendance more regularly. They need to ensure that all children receive their full entitlement to education. The headteacher liaises closely with the local authority to identify appropriate supports to meet the needs of individuals.

- In session 2021-22, senior leaders consulted children, staff and families to develop new positive relationships, equalities and anti-bullying policies. These policies promote an inclusive ethos across the school, supporting children to have a better understanding of the different needs of others. A minority of parents have ongoing concerns about how the school deals with bullying. They would like clear guidance on the processes that are followed if a child or adult reports an incident. Senior leaders should address this area as a priority to provide clarity for parents and children about the processes in place to address bullying. They should involve parents fully and regularly in reviewing these policies. This should support all parents to have a voice and understand the approach of the school more clearly. Senior leaders record incidents of bullying using a national recording tool. They should now track data gathered more rigorously to better identify and address patterns of bullying. Teachers could then plan learning proactively to support children to understand better aspects of equality and diversity.

- Children are at the early stages of learning about their rights and the rights of others. The school has a rich and diverse population, with many opportunities to share and learn about other cultures. Teachers support children well to learn about and celebrate the uniqueness of individuals. Children have opportunities at assemblies to share important information to increase their peers' understanding about different needs. For example, Dyslexia Ambassadors and children from the LCR shared presentations to increase children's understanding of the needs of others. Staff support children to share aspects of their culture during learning experiences and at assemblies. For example, last session children in P2/3 shared their learning about religious practices in Islam. Staff should now consider how to share and celebrate further the many cultures and languages spoken across the school. As part of the planned review of the curriculum, this could be developed further to ensure well-planned and progressive learning in this area.

3.2 Raising attainment and achievement	**weak**
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, children's attainment in literacy and numeracy is weak. Attainment data in literacy and numeracy is based on the school's data for session 2022-23. Across the school, most children, including those who require additional support, are not making sufficient progress from prior levels of attainment. Children at all levels have gaps in their learning in literacy and English and numeracy and mathematics. Senior leaders now need to identify clearly how to accelerate progress for all children across the school. It is important that teachers provide children with regular opportunities throughout the school year to revisit and develop their use of literacy and numeracy skills in a range of relevant and real-life contexts.

■ In session 2022-23, data provided by the school showed a minority of children in P4 and P7 achieved appropriate Curriculum for Excellence (CfE) levels in reading, writing and numeracy. Most children in P1 and P7 and a minority of children in P4 achieved the appropriate CfE level in listening and talking. Most children in P1 achieved the appropriate CfE level in reading and numeracy. The majority of children in P1 achieved the appropriate CfE level in numeracy. However, senior leaders have identified that attainment data for children at early level is not reliable and children's attainment at early level is significantly lower than reported for session 2022-23.

Attainment in literacy and English
■ Overall, children's attainment in literacy and English is weak.

Listening and talking
■ The majority of children working towards early level listen to peers and adults for short periods of time. They can follow a simple instruction but require support to engage in group discussions. A minority of children who have achieved first level share their views and ideas clearly. Most children who are on track to achieve second level listen and respond to the ideas of others respectfully. They are not able to build on the ideas of others. At all stages, children need to improve their presenting skills across a range of contexts. They are not able to identify the skills they require to contribute effectively to different activities.

Reading
■ A minority of children working towards early level use initial sounds to sound out simple words. They can recall information from familiar texts but are not yet able to use clues to predict what may happen next. A minority of children at first level read simple texts fluently and identify the main event within a story. However, they do not have a sound understanding of different genres and cannot confidently discuss their story preferences. A minority of children who are on track to achieve second level read with increasing fluency and expression. They ask and generate a range of questions including evaluative and inferential questions. They are not able to discuss the features of different texts and do not provide supporting detail when answering

questions about a text. Children at all stages need to read more regularly and aloud to improve their fluency, expression and word attack skills.

Writing
■ A minority of children working towards early level are beginning to form letters correctly with appropriate size and spacing. Almost all children are not yet able to write simple sentences without support. A minority of children who have achieved first level write independently using their knowledge of sounds to spell unfamiliar words. They punctuate simple sentences correctly and include, where appropriate, subject specific vocabulary to engage the reader. A minority of children working towards second level write sentences that are accurately punctuated with some ambitious vocabulary to engage the reader. Across both first and second levels, children apply a few features of the chosen genre. They do not yet transfer their writing skills to texts across the curriculum. Children now need to write regularly and at length across a wider range of contexts to understand more clearly the features of different genres.

Numeracy and mathematics
■ Overall, children's attainment in numeracy and mathematics is weak.

Number, money and measure
■ The majority of children who are working at early level count confidently forwards and backwards between 0 and 20. They need to develop their skills in adding and subtracting mentally to 10. Most children who have achieved first level use a range of strategies to add two-digit whole numbers. Most children who are working towards second level use a range of strategies to add whole numbers within 1000. Across first and second levels, almost all children now need to develop further their skills in subtraction, multiplication, division and their understanding of fractions. They are unsure of units of measure and which measuring device would be appropriate to use to measure in a given task.

Shape, position and movement
■ The majority of children working at early level can identify a single line of symmetry in a picture. A minority of children who have achieved first level confidently name two-dimensional shapes. They are less sure of the names of three-dimensional objects. Most children working at second level identify and draw acute, obtuse and right angles. They are unable to explain the properties of complementary and supplementary angles. They are beginning to use protractors accurately to identify the size of a range of angles within 180 degrees.

Information handling
■ The majority of children working at early level can extract information from simple block graphs. A minority of children who have achieved first level extract simple information from bar graphs. They are unsure of when they would use graphs and charts to display information. Children at second level understand they can gather information using surveys and tally marks. They can explain how to create and use bar and line graphs and pie charts. All children need regular opportunities to gather and display information in a range of graphs and charts across different contexts. Older children would benefit from using digital technology to display data in a variety of ways.

Attainment over time
■ Across the school, children's attainment and progress in literacy and numeracy is not of a high enough standard. Senior leaders are unable to provide reliable data about children's attainment prior to the COVID-19 pandemic. Data provided by the school since the COVID-19 pandemic shows a varied pattern of attainment levels. Teachers use a 'fact, story, action' approach to track children's progress and attainment in literacy and numeracy through different 'lenses'. With teachers, senior leaders now need to analyse this data more rigorously. This will

support staff to focus interventions for children who need it most and measure children's outcomes more robustly.

Overall quality of learners' achievements

■ Staff and children celebrate and share children's achievements in and out of school on displays, an online app, social media and at assemblies. Children are proud of the awards they achieve for demonstrating the school values and earning house points.

■ All children have opportunities to engage in after-school sports clubs. They would like more choice to meet the needs and interests of all children. Older children participated in outdoor learning for which they achieved accreditation in session 2022-23. Staff record and monitor children's participation and achievements. They are not yet tracking the development of children's skills through these activities. The headteacher should now use the local authority tracking system for this purpose. This should support teachers to identify and address the needs of children at risk of missing out.

Equity for all learners

■ Staff are aware of the financial barriers families may face. Parents can access pre-loved school uniforms and the school subsidises the cost of outings for all pupils. The headteacher should continue to monitor and review the use of PEF to ensure no child is at risk of missing out.

■ Senior leaders have recently identified the attainment gaps between specific cohorts of children. For example, they have clear information about the attainment of children facing financial hardship, children who require additional support and children with English as an additional language. They now need to make all staff fully aware of this information. Senior leaders now need to ensure PEF is aligned with appropriate interventions to close gaps in children's knowledge and skills. They need to monitor accurately the progress of individual children. This will support them to evaluate the impact of PEF in closing the poverty attainment gap and inform effectively future planning of this resource.

Quality of provision of Special Unit

Context
The language and communication resource (LCR) currently supports 25 children across four classes. Children have planned learning as part of mainstream class lessons. The depute headteacher (DHT) with responsibility for the LCR has been in post for seven months. He is due to return to his substantive post in another school in April 2024.

Leadership of change
- All staff in the LCR have high expectations for children. Teachers have a good understanding of each child's social, economic and cultural circumstances. They use this knowledge well to inform how they engage each child and their family in the life of the school. The DHT supports staff well to understand their collective strengths and where there is need for improvement. Staff reflect on their practice regularly and have established valuable links with colleagues in other LCRs. This supports them to reflect on and improve their practice in order to achieve the school's vision for each child.

- The DHT maintains the previously established conditions where staff feel confident to initiate change. He supports all staff to have the skills and abilities necessary to take forward improvement priorities. All staff willingly take ownership of priorities to support improvements within the LCR and wider school. Children contribute to improvements in the LCR, for example, through making suggestions to the design of the planned sensory room.

- The DHT is aware of the limited time he has to establish sustainable improvements in the school. He manages these priorities well, leading to continuous improvements within the LCR and across the wider school. For example, children now access learning alongside their peers in mainstream classes. In addition, a few children in mainstream classes access support, when required, in the LCR. Senior leaders support staff well across the LCR and mainstream classes to work together to improve the school. As a result, they have created a culture of inclusion that is supporting children to engage positively in their learning. The headteacher should continue to increase her role in managing the work of the LCR. This will support continuity during the transition period when the current DHT returns to his substantive post.

Learning, teaching and assessment
- Children know they are valued and cared for. Staff have high expectations for children and provide appropriate levels of support and challenge. As a result, children engage well in their learning in most lessons. Teachers use digital tools well to enrich children's learning, which includes the use of online videos. Teachers should consider the purpose and frequency of videos and whether concrete resources might engage children in their learning better.

- The school's vision and values underpin learning and teaching well. Teachers' explanations and instructions are clear. These help children understand what they are being asked to do. Teachers and SfLWs use praise and feedback appropriately to support children to know when they have been successful. SfLWs would benefit from increased opportunities to be involved in reviewing and setting children's targets. Senior leaders should consider how SfLWs could be deployed more effectively to support children to make improved progress.

- The DHT has introduced a range of assessments to support staff to identify children's skills and abilities more effectively. Teachers are developing their confidence in using these tools to understand how well each child is progressing and are building a bank of reliable assessment evidence. Teachers' engagement in moderation activities with staff from other LCRs is helping them to develop a shared understanding of standards. They should now use assessment data more effectively to plan learning that builds on what children already know.

■ Teachers take account of each child's individual additional support needs and interests to plan learning which is increasingly personalised. They are developing their use of tracking and monitoring tools. Teachers should continue to develop their confidence in tracking and monitoring progress to ensure this leads to improvement in children's attainment overall.

Ensuring wellbeing, equality and inclusion

■ Children's wellbeing is central to the work of the LCR. Staff develop positive relationships quickly with each child to ensure children settle well into the school. Parents speak very highly of how their trust in education professionals has increased significantly upon their child attending the LCR. This results in them feeling confident that their child is being well cared for. Staff treat children with high levels of dignity and respect. Children are calm, relaxed and happy in most lessons. In instances where children become dysregulated, staff are adept at calming children and re-engaging them in their learning.

■ Children's individual targets are captured in wellbeing and assessment plans. Teachers should consider how they could involve parents more fully in developing each child's targets. All staff have a good awareness of their individual responsibilities to ensure children's needs are met as well as possible. Senior leaders should now ensure all staff have access to the correct professional learning to carry out the responsibilities identified in children's plans.

■ All children access learning in physical education alongside their peers within mainstream classes. A few children are supported to access learning in mainstream classes in other areas such as literacy and numeracy. Staff should continue with their plans to develop the curriculum further to ensure children can develop their learning about issues related to gender and diversity as they move through the school.

Raising attainment and achievement

■ There are a few children at each stage. The wide variability of children's communication and other support needs renders comparisons of groups or cohorts invalid. Overall, children in the LCR are making good progress in their learning in line with their individual skills and abilities.

■ Most children make good progress in their literacy or communication skills. A few children are developing their skills in writing letters clearly, with a few developing how to structure a sentence. A few children can speak confidently to an audience about a subject of interest to them.

■ Most children make good progress in their numeracy skills. A few children are developing their understanding of numbers. A few children are able to present data in a simple bar graph.

■ Teachers use a range of venues, such as a local park, to support children to learn outdoors. They should now explore how outdoor spaces, in particular the school campus, can help children to develop and apply their skills in literacy and numeracy in real-life contexts.

■ Teachers recognise and celebrate children's individual personal achievements at assemblies and through the school's values awards. Teachers should now consider how they identify and track the skills children are developing through their personal achievements.

■ Children in the LCR experience equity through accessing mainstream learning, play activities within the school and whole school events. Senior leaders use PEF to reduce the costs associated with trips and other events. This supports a few children to access these opportunities. Senior leaders need to now ensure that PEF is used more effectively to accelerate closing the poverty related attainment gap.

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.