

Summarised inspection findings

Danderhall Primary School

Midlothian Council

25 April 2023

Key contextual information

Danderhall Primary School is in a residential area of East Midlothian. At the time of the inspection, the roll of the school was 371. Over the past two years the school has faced both change and challenge. In addition to COVID-19, there have been significant changes in leadership and staffing. The acting headteacher had been in post since the beginning of the school session. The school includes a small, enhanced provision for P1 and P2 children who have additional support needs. The school has recently moved to a new building that includes a community library for children to access.

1.3 Leadership of change

satisfactory

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 acting head teacher is an experienced senior leader. She is supported well by two deputy headteachers, one who is in an acting position in the school. In the brief time that the current senior leadership team (SLT) has been in place, they have developed positive relationships with children, staff and parents. The SLT work effectively together as a team. With continued and sustained strong leadership, the school is well placed to improve.
- The acting headteacher has identified the need to improve self-evaluation across the school. She recognises the need to ensure the whole school community contributes to effective self-evaluation. She is introducing robust approaches to monitor the work of the school which will fully involve the staff team as well as children and parents.
- Working closely with the local authority, the SLT has established a clear plan to support transformational change. The SLT show a clear understanding of the actions required to take forward improvements. They are committed to working collaboratively with the whole school community to implement change and achieve improved outcomes for all children. Importantly, they are mindful of the need to manage the strategic direction and pace of change carefully to ensure that it is sustainable.
- Staff are encouraged and supported to take on leadership roles at school, local authority, and with the associated school's group to promote school improvement. For example, they have led professional learning sessions on aspects of the curriculum, moderation of attainment standards and approaches to learning and teaching.
- The school values of 'Ready to Learn, Respect for All and Safe in School' were developed in 2021. The acting headteacher recognises the need to review and refresh the school's vision, values and aims to ensure they are relevant to the current context of the school.

- In collaboration with staff, the SLT has recently developed a statement of good practice relating to expected standards of teaching, classroom management and assessment processes. This statement is designed to improve planning, learning and teaching and is beginning to have a positive impact. For example, staff have a greater understanding of the importance of sharing what children are learning with them.
- Teachers value the recently introduced opportunities for professional dialogue with the SLT related to attainment. These are supporting staff to implement interventions that are improving attainment.
- The SLT has recently introduced a policy to support consistency of approaches to improve behaviour and pupils' engagement. Whilst overall this policy has had a positive impact on improving behaviour, a minority of children continue to display distressed behaviour during the school day. Further work needs to be done to ensure all staff use the policy in a consistent way to support children.
- The acting headteacher has implemented quality assurance approaches that have been welcomed by staff. She has introduced a learning partnership approach to encourage collegiate self-evaluation of teaching practice. This is building the capacity of staff to evaluate classroom practice. This approach is at the early stages of impacting on the quality of learning and teaching. The SLT and local authority staff have also undertaken visits to classrooms and provided verbal feedback highlighting what is working well and areas for staff to develop further. The SLT should continue to develop approaches to quality assurance with a clear focus on improving learning and teaching and raising attainment.
- Children from P1 to P7 participate in the newly reinstated pupil council. This group meets with the acting headteacher regularly to discuss school initiatives. The acting headteacher accurately recognises the importance of developing the leadership skills of children in the group to support their work. P7 house captains support school self-evaluation activities by seeking pupil views of school improvement initiatives. As planned, the acting headteacher should continue to extend opportunities for children to take greater responsibility for wider aspects of school life.
- Danderhall Primary School is supported by a small but active Parent Council. They support the school well with activities to raise funds and by arranging social events for children. The acting headteacher meets with representatives regularly to discuss school developments and initiatives. The acting headteacher recognises the need to develop the Parent Council more fully to ensure that it is representative and supports school improvement.
- The acting headteacher has used Pupil Equity Funding (PEF) appropriately to employ additional staff, with a clear aim of improving attainment and providing targeted support to children who face barriers to their learning. This is beginning to have a positive impact on attainment of literacy and numeracy. The acting headteacher recognises the importance of carefully monitoring and evaluating the impact of this resource in closing the poverty related attainment gap.

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, children benefit from a welcoming environment and staff show commitment to their care and welfare. Children are polite, articulate and keen to engage with visitors. Most children are enthusiastic and engage well in their learning. In the majority of lessons, most children are motivated to learn. They support and work well with each other in pairs and groups. A few teachers use a variety of teaching approaches well within lessons to engage children in learning activities. A few children are passive during learning experiences and become disengaged.
- In the majority of lessons, children self or peer assess their learning. This is helping them understand their strengths and what they need to do to improve. Most children are developing an understanding of how target setting supports their progress. Children share their targets and achievements with families through a digital application to support parental engagement. Staff should continue to develop the use of learning profiles to ensure all children across the school have opportunities to reflect on their learning.
- Most teachers provide verbal and written feedback to children. Where this is most effective, it helps them understand their next steps in learning. Staff should review how they can increase the use of formative assessment strategies consistently across the school. They should help all children understand better what they do well and what they need to do to improve. At the end of lessons, staff should check children's understanding of what they have been learning.
- Teachers need to improve the structure and pace of lessons to ensure children are actively engaged in their learning and encouraged to be more independent. Teachers should share effective practice across the school to deliver a more consistent approach across all classes. Staff would also benefit from visits to other schools to look at high quality learning and teaching.
- This session, staff have introduced a Ready to Learn policy to provide a framework of expectations for children in relation to their emotional regulation. This is beginning to support most children to engage in learning better. Staff should now build on this to ensure it is used consistently across the school to support children's positive behaviour.
- Staff have been using the newly created Statement of Good Practice to support their understanding of the features of an effective lesson. They should focus on ensuring creative, challenging and engaging learning activities. Senior leaders and staff should work collaboratively to develop a shared understanding of high-quality learning and teaching that ensures clarity around children's skills development. They must ensure that improving the consistency of high-quality of learning and teaching is a key improvement priority.

- Teachers should ensure learning and teaching approaches focus on meeting children's learning needs using differentiated activities. They should support children's active participation by allowing them to lead their learning more often and provide opportunities for creative and stimulating contexts for learning.
- Teachers are beginning to develop approaches to learning through play. This is having a positive impact at the early stages of the school. Teachers would benefit from working together with nursery colleagues in the school to enhance further their understanding and planning of high-quality play experiences.
- Teachers use a range of assessment approaches, such as Midlothian Diagnostic Numeracy Assessments and accelerated reader assessments, to inform how they plan learning for individual children, groups and classes. Teachers make appropriate use of diagnostic and summative assessments to identify learners' needs and evaluate their progress. Teachers engage in regular discussions with senior and middle school leaders to review evidence of children's progress in learning. These discussions are supporting clearer expectations among all teachers about children's attainment across the school.
- Teachers are developing greater confidence in their professional judgements about achievement of Curriculum for Excellence (CfE) levels. Teachers' judgements are now more clearly based on available evidence than previously. Teachers should develop their understanding and use of the moderation cycle to ensure that their judgements are fully robust and reliable.
- Teachers and learning support staff identify and employ a range of targeted interventions to support children's identified learning needs. The impact of these interventions is evaluated through ongoing professional dialogue and assessments applied at the start and end of intervention periods. Senior leaders should continue with plans to develop the professional skills and capacity of teachers and learning support staff. Along with increasing the range of interventions, this will help staff to optimise the impact on improving outcomes for learners.
- All teachers plan learning using the Danderhall Curriculum Bundles which focus on learning around selected experiences and outcomes. The planning formats they use include local authority progression pathways in writing and numeracy. Staff find the planning formats helpful but need to develop their understanding of planning and progression pathways further. They should engage children more effectively in planning their learning. This will help to support children's understanding of what and how they learn and when they have been successful.
- Teachers track children's progress in learning using SEEMiS. This allows teachers to take account of the main factors that might be barriers to learning. Teachers monitor the progress of children to ensure that any barriers are successfully overcome. As teachers develop more effective assessment approaches, they will be able to evaluate better the impact of interventions and support for children.
- The acting headteacher has implemented approaches to tracking learners' progress. The SLT engage regularly with staff to review attainment and achievement information and to monitor how well children are progressing in their learning. Teachers are developing an understanding of how to use information better. Staff should continue to develop an understanding of how to use data and information accurately. This will help to inform better their approaches to learning and teaching and ensure all children achieve as highly as possible.

2.2 Curriculum: Learning pathways

- Senior leaders recognise that there is a need to develop a curriculum rationale that reflects the context of the school. This rationale should reflect the principles and entitlements of CfE. This should help staff, children, and parents to identify fully what they want for children to learn and how they will work together to achieve this.
- Teachers use progression pathways effectively for the majority of curriculum areas. They have recently introduced Midlothian Council's progression pathways for writing and numeracy. These pathways take account of CfE experiences and outcomes and the National Benchmarks. Teachers have grouped CfE experiences and outcomes appropriately to ensure effective coverage and breadth for the other areas of the curriculum. All teaching staff need to develop progression pathways for all curriculum areas. This will help teachers to ensure planned experiences build on children's prior learning and skills, and support progression for all children.
- Children have access to individual digital devices to support their learning. Teachers use progression pathways well to plan for continuity in children's learning and the development of skills across all aspects of digital literacy and online safety.
- Children across the school learn French as a second language. Children in P5-P7 also learn Spanish. Children are taught by a music specialist weekly. They are given the opportunity to participate in ukulele, guitar, recorder and choir groups. The school's progression pathway for music is used well to support planning, continuity, and progression in learning experiences.
- Most children receive their entitlement to two hours of high-quality physical education (PE) per week. PE is currently taught by either the class teacher or the PE specialist teacher. The school's progression pathway for PE is used effectively to support planning, continuity, and progression in learning experiences. Senior leaders should review timetables to ensure all classes receive two hours of quality physical education across each week.
- Children enjoy access to a range of libraries across the school. They also have access to the campus community library on a regular basis. This is supporting their engagement with books and offers them a wide variety of genres to read for their own enjoyment.
- All children have opportunities to learn about Christianity and other world religions. This is helping them develop their understanding and appreciation of different religions and cultural events.
- Children are routinely given the opportunity to take their learning outdoors. Children in P5 enjoy the opportunity to work with the 'Guerrilla Gardeners', a community group, to support the maintenance of gardens within the village. The acting head teacher recognises the need to develop a progressive programme for outdoor learning to enhance children's knowledge of the local area and learning for sustainability. In doing so, she should enlist the support of parents and wider community partners.

2.7 Partnerships: Impact on learners – parental engagement

- Staff agreed on the use of a digital reporting platform for parents in response to parental preference for a single platform to be used across the school. All staff now use the digital platform with learning targets for all children recorded on the system. Most parents have responded positively to being able to access information on learners' progress in this way.
- Most parents say that they receive regular feedback about how their child is learning and developing. The majority of parents say they understand how their child's progress is assessed and feel they receive advice on how to support their child's learning at home. Most parents feel staff in the school are approachable. A few parents feel that the behaviour of some children can impact on learning. A few parents would like their children to have more challenging learning activities.

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

satisfactory

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 have worked well together and with children to create a supportive learning environment across the school. As a result, most children benefit from positive relationships with staff and with each other. The majority of children feel safe in school and have someone they can speak to if they are upset or worried about something.
- The recently introduced whole school Ready to Learn approach is designed to promote positive behaviour and to support children's understanding of their social and emotional needs. This approach is helping children understand that, at times, their emotional state is such that they are not ready to learn. However, staff need to review and amend some aspects of this approach to ensure there is a greater emphasis on rewarding positive behaviour and praising children when they are ready to learn. The approach needs to include strategies children can use to help them manage their own emotions. It should also show clearly how adults will support children to help them understand their feelings.
- Children benefit from a range of individual and targeted interventions to support their wellbeing and learning needs. A few children who face significant challenges regulating their emotions or developing positive relationships with peers are participating successfully in specific programmes to support them.
- Children are beginning to understand factors that impact on their own wellbeing and what they need to do to be healthy and safe. They have been involved in initial discussions about the wellbeing indicators. Staff support well those children that have indicated they have concerns about their wellbeing. Work should now continue to help children develop a deeper understanding of their own health and emotions, using the wellbeing indicators. Staff across the school should continue to embed the language of the wellbeing indicators in daily routines and activities. This should help children to reflect and talk about their own wellbeing and what they need to do to improve.
- Children's social and emotional needs are being identified and addressed through newly introduced pastoral care approaches. Staff and senior leaders identify children who may be experiencing difficulties making friends or engaging with others. Staff are aware of the need to monitor these children and provide targeted, sensitive support. Staff should record the outcomes of actions they are taking.
- Children are able to talk about children's rights and apply some of these rights to their own lives. They should be supported to develop a greater understanding of rights and identify how they can be used to improve the lives of themselves and others.

- Children benefit from interesting and enjoyable facilities within the school grounds such as the trim trail and multi-use games area at break times and lunchtimes. Children would welcome the opportunity to engage in more games and activities at breaks.
- Through the delivery of the health and wellbeing curriculum, children are developing knowledge and skills in areas such as being resilient, understanding emotions and the importance of healthy food and physical exercise. There is a need to improve further children's knowledge and skills in health and wellbeing through the development of a more cohesive and progressive curriculum. The health and wellbeing programme should have a greater focus on areas such as relationships, sexual health and mental health.
- The acting headteacher and staff have a good awareness of statutory duties. In line with local and national guidance, approaches are effective to identify and meet the needs of children and their families who require support. Senior leaders involve other agencies as appropriate to refer and seek support about concerns they have for children.
- Senior leaders and support for learning (SfL) staff have developed effective approaches to identify and support children who have additional support needs and those who face barriers to their learning. Appropriate interventions are identified and monitored by the acting headteacher, in discussions with class teachers and SfL staff. These interventions are impacting positively on children and are beginning to lead to improved attainment, particularly in literacy. There now needs to be a greater focus on meeting the learning needs of children within classroom practice through differentiated approaches.
- The needs of children who face barriers to their learning are recorded effectively through a range of plans such as individual educational plans (IEPs) and safe handling plans. IEPs identify appropriately the strengths and needs of children and targets they are working towards to overcome barriers to their learning.
- The acting headteacher uses Pupil Equity Funding (PEF) for additional staffing and resources. There has been a significant increase in support staff across the school. Support staff are engaging in professional learning in specific literacy and numeracy programmes to enable them to support children who have additional support needs. This is having a positive impact on children with increased confidence, better engagement and improved attainment. Support staff feel they would also benefit from involvement in review meetings for children in order to contribute to the information that is being shared.
- The senior leadership team and staff have a good awareness of the social and economic status of children and families. They ensure that the costs of events and activities is not a barrier to children's participation.
- The majority of children agree that other children treat them fairly and with respect. They recognise and are proud that the school includes children from different cultures and that a range of languages are spoken. Children are at the early stages of understanding diversity. As confident and articulate children, they are well able to lead on many aspects of equality and diversity across the school. Staff should support children to take this work forward.
- The school submitted self-evaluation information related to compliance with the Nutritional Regulations and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (the Act). Health and Nutrition Inspectors discussed this information with relevant staff and children. In addition, inspectors spoke with staff about the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for improvement have been agreed with the school and the catering service.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- Overall, children are making satisfactory progress in literacy and numeracy. Children's attainment is satisfactory and the quality of their work across the school is beginning to show signs of improvement.
- Over the past two years, COVID-19 and staffing issues staff have impacted on the progress children have made and their wider achievements. The school also moved into a new building which some children have found challenging. Attainment data shows that, overall, in 2022/23 most children are predicted to achieve expected CfE levels. This is an improvement from attainment in 2021/2022. Most children with barriers to learning are predicted to make appropriate progress towards their individual targets. Current tracking data indicates a significant increase in attainment in literacy and numeracy across all stages.

Attainment in literacy and English

- Overall, children are making satisfactory progress in literacy and English. Recently introduced approaches to monitoring and tracking attainment are improving staff's professional judgement. The majority of children across the school are on track to achieve expected levels of attainment.

Overall children are making satisfactory progress in listening and talking.

- Children at early level are learning to share and to practise listening skills. Most children take turns and to listen respectfully to each other. At first level, most children engage well in discussions and listen to each other. At second level, most children are able to talk confidently and to listen actively. In P7, pupils enjoy weekly moral dilemma discussions and are able to justify opinions.

Reading

- At early level, most children recognise their initial sounds. They read simple texts and are applying their skills well to sound out new words and use pictures to support reading and understanding. With prompting, children at first level identify their favourite authors and give explanations to justify their choice. The majority of children read with fluency and appropriate expression to demonstrate understanding. However, their comprehension is less secure as unfamiliar vocabulary impacts on their understanding of the context. At second level, most children explain their choice of text and read aloud with fluency and expression. Most respond well to a range of inferential, literal and evaluative questions about texts with justification for their answers.
- Well-resourced class libraries are utilised to support extending the variety of books for children. All classes regularly visit the on-site community library and enjoy choosing books. Staff should support children to read more non-fiction texts to develop their writing skills.

Writing

- Across the school, children are writing in a range of genres and for a variety of relevant purposes. As they move through the school children are beginning to use a wider range of punctuation, vocabulary and structure in their writing. A few children need to be supported to ensure they understand the purpose and context of the writing task. Across the school there is a consistent approach to planning writing and appropriate time is given to allow pupils to complete and edit work. Teachers and children are beginning to use a variety of formative assessment tools to identify progress and next steps in writing.
- At early level, children are learning to form letters correctly. They attempt to write as they engage in imaginative play and have made a positive start in writing short sentences. At first level, children write for different purposes and confidently identify features of a few genres. As children approach the end of second level, they use a wide variety of vocabulary within extended pieces of writing. They use a range of punctuation well in their writing.
- Spelling has been identified as a priority for the school. There is a need for a consistent approach to the teaching of spelling. There needs to be more rigorous and frequent assessment of spelling to identify if strategies are working.

Numeracy and mathematics

- Overall, children are making satisfactory progress in numeracy and mathematics. The disruption of the past few years has impacted negatively on children's progress in learning in numeracy, particularly across the first level. Teachers acknowledge that too many children experience uneven progress in their learning across this stage. Teachers need to develop a clearer understanding of gaps in children's understanding and address these as a priority. They plan learning using the recently introduced Midlothian Council numeracy progression framework. They should also review pedagogy in numeracy to provide effective differentiation for all learners in lessons. Together, these should help to ensure progression across stages.

Number, money and measure

- Most children at early level work confidently with numbers to 20, including recognising odd and even numbers. Most solve problems and display their answer in a range of ways. They enjoy using everyday objects to explore non-standard units of measure. At first level, most children understand place value and solve 3-digit addition problems using different strategies which they explain. They identify fractions correctly and understand the use of decimal numbers. However, most children at this level also find a few aspects of basic number operations challenging. A few find it challenging to tell the time using an analogue clock. Children at second level solve problems involving perimeter and area within real-life contexts. They are confident in using decimals, percentages and fractions and in identifying periods of elapsed time.

Shape, position and movement

- Across the school, most children recognise an increasing range of two-dimensional shapes and three-dimensional objects. At early level, most children identify basic two-dimensional shapes and three-dimensional objects and explain their characteristics. Children at first level do not yet use mathematical language accurately to describe the properties of three-dimensional objects. At second level, children are confident in discussing the properties of a range of two-dimensional shapes and three-dimensional objects. They identify and calculate complementary angles correctly.

Information handling

- Across the school, children undertake surveys and display and interpret information in a range of ways. At early level, children use tally marks to record information accurately. At first level,

children collate tally marks and display and interpret data on a bar graph. At second level, children discuss how they can display data in a range of ways, including pie charts. They can interpret timetables to calculate time periods and plan journeys.

Attainment over time

- Senior leaders acknowledge the variation in levels of attainment in recent years. They have established appropriate processes to make more robust use of evidence to monitor children's progress in learning. These include regular professional dialogue between senior leaders and support for learning and class teachers. As a result, there is emerging evidence of improvements to attainment in the current session.

Overall quality of learners' achievements

- The school recognises and celebrates achievements in a variety of ways such as the digital reporting platform, assemblies and newsletters. This includes celebration of achievements outside of school. Teachers use assemblies to celebrate the widely used learner qualities. Senior leaders acknowledge the need to track children's participation more closely to ensure no child misses out. This should also provide an effective basis on which to plan progressive skills development for children across the four contexts for learning. As a next step, staff need to support children to link the skills they are developing both within and out with the school. As planned, senior leaders need to engage stakeholders in creating a visual focal point for the recognition and celebration of achievement in the school. They should also continue with plans to expand the range of achievement opportunities offered to children. There is a need to develop more opportunities for pupils to have responsibilities across the school and be part of improvement groups to develop engagement and pupil voice.
- Children enjoy trips and visits which support their work in classes. This includes outings to Edinburgh Castle, P7 camp and drumming workshops. These experiences enable children to apply their learning in unfamiliar contexts and build their confidence.

Equity for all learners

- All staff understand the socio-economic background of children and their families. They provide effective support that is responsive to identified needs. Staff are proactive in ensuring equity of opportunity for all children and work creatively with families to achieve this. Senior leaders organise support sensitively to ensure that financial cost is not a barrier to children's engagement in activities in or out of school. For example, all children can access Active Schools activities at no cost and all P7 children have the opportunity to attend an annual residential trip. Senior leaders need to explore further how to address other factors that may prevent children and families from taking up these opportunities.

Context

The enhanced provision supports six children with additional support needs who are at P1 or P2 stages. Children who attend the provision are from across Midlothian. Children remain on the roll of their local mainstream school whilst attending the provision. A few children attend their local mainstream school for part of the week and a few children attend classes in Danderhall Primary School for some aspects of their learning.

Leadership of change

- Staff in the provision are included in all aspects of school self-evaluation, in collaboration with staff in the mainstream school. All staff have joined the provision in the past few months and are at the early stages of identifying strengths and areas of development specific to them. They recognise that including children in the life of the school is important and are continuing to work with staff in the mainstream school to promote inclusion.
- There is good teamwork amongst staff in the provision. Staff would welcome ongoing training to develop their knowledge, skills and understanding of additional support needs. Support staff feel they would also benefit from involvement at review meetings for children to provide information about children's learning and progress.

Learning, teaching and assessment

- Almost all children are well-engaged in their learning. They have trusting and positive relationships with staff. A few children face challenges engaging with their learning and staff support them sensitively to ensure they achieve success. Staff have a good understanding of children's additional support needs and plan learning that appropriately meets these needs.
- Teaching activities take appropriate account of the individual needs of children. Resources such as sand, water and tactile objects are used well to support the sensory needs of children. There is a good range of practical activities to support learning and play.
- Children make good use of visual timetables to help them understand their day and what they will be learning. Staff support children well to use visual timetables and social stories when they become anxious or to help them understand their actions.
- Staff are assessing children's progress effectively through achievement of targets and observing learning and play.

Ensuring wellbeing, equality and inclusion

- Staff have an appropriate understanding of the wellbeing needs of children. They have a clear focus on supporting children to be ready to learn, whilst taking good account of their feelings and emotions. As a result, almost all children are happy and settled in their learning.
- Children are beginning to understand their own emotions through daily check-ins and activities to help them identify their feelings such as happy, sad, angry. Staff should continue to help children develop a greater understanding of their own wellbeing.
- A few children have opportunities to join their mainstream peers for aspects of their learning. Time spent in mainstream classes is planned based on children's individual needs. As they

review and develop the provision, staff should continue to ensure that children have as many opportunities as possible to learn and play alongside other children in the school.

Raising attainment and achievement

- Almost all children are making appropriate progress in literacy and numeracy. Staff are observing learning and play well and recognising small steps of progress. Achievement of targets demonstrates that children are making satisfactory progress.
- A few children are able to identify sounds at the beginning and end of words. Children are beginning to communicate using speech, sign and pictures. As discussed with staff, children's communication skills could be developed further through the use of objects of reference and signifiers.
- Children are developing an understanding of number and other maths concepts appropriate to their needs and stage. Children are beginning to understand symmetrical shapes, ordering numbers and identify odd and even numbers.
- Children would benefit from opportunities to develop skills and achieve in other contexts and environments such as in the local community and through outdoor learning.

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.