

# Summarised inspection findings

**Gowanbank Primary School**

Glasgow City Council

9 June 2020

## Key contextual information

Gowanbank Primary School is a non-denominational school situated in the Nitshill area of Glasgow. The school moved to a new, shared campus in February 2018. It shares the campus with an early years centre and a school for children with severe and complex needs. The school also has a local authority Language Communication Resource (LCR) provision, for children with a diagnosis of autism. This became part of the school when it moved to the new site. Currently, the mainstream school has a roll of 251 children across eight classes. The LCR has five classes. The new headteacher had been in post for four weeks at the time of the inspection. The school roll has increased significantly since the move to the new campus.

### 1.3 Leadership of change

good

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

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

- The recently appointed headteacher is already held in high regard by the school community. She has made a positive impact on the culture and ethos of the school in a very short time. Her passion for ensuring the best possible outcomes for children and their families is clear. She has begun to evaluate accurately the strengths and areas for improvement across the school and LCR. This includes the need to ensure a shared understanding of the features of high-quality learning and teaching to improve further consistency across the school and LCR. The depute headteacher and principal teachers have had a significant role in leading change in recent years. Together with staff, their effective work as a team has contributed to positive change within the school. They are well placed to provide effective support to the new headteacher.
- Staff, children and parents created the current vision, values and aims when the school moved to the new campus. These supported the move well and the creation of an inclusive learning environment where all children are valued and respected. The values are prominently displayed throughout the school and campus. The headteacher and staff recognise the time is now right to revise the school's vision, values and aims. They also plan to refresh the curriculum rationale. It will be important to take this forward in collaboration with children, parents and partners. In doing so, staff should reflect on recent work on equalities, inclusion and play. This should support them to capture the unique context of the school. They should work together to ensure a common understanding of what the school community aspires to achieve for all children and their families.
- Most teachers lead aspects of curriculum development and projects to support and enhance approaches to wellbeing, inclusion and equality. This is a key strength of the school. Commendably, the impact of this work has been recognised through accreditation locally as a Language and Communication Friendly Environment, and nationally through the Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland Silver Charter Mark. Staff have firmly embedded these approaches in their practice across the school and LCR. Support staff play an important part in the life and ethos of the school. They lead clubs and activities from

which children clearly benefit. Across the school, staff value the opportunities they have to undertake training and work with their colleagues. They learn from each other and share practice. Senior leaders should continue to support teachers and support staff to share effective practice, particularly building on opportunities to learn from and with colleagues in the LCR.

- All staff value the importance of annual professional review and development meetings. Senior leaders are proactive in identifying and supporting opportunities for professional learning. This includes masters level study, accredited training and leadership development. These planned professional learning opportunities link well to the school's improvement priorities. Senior leaders should continue to build capacity in staff and develop further the emerging culture of research-based learning.
- Priorities within the current school improvement plan (SIP) focus on literacy, numeracy, digital learning and health and wellbeing. These take good account of local and national priorities and initiatives. All teachers are involved in self-evaluating the progress made towards achieving priorities at the end of the year. The headteacher should now develop a more embedded and systematic approach to self-evaluation this should include the involvement of the many partners who work with the school. This should help staff to evaluate more effectively the impact of the many initiatives and interventions that they work hard to deliver.
- Senior leaders carry out a range of quality assurance activities including, formal learning observations, learning walks, learning conversations and sampling children's work. As planned, senior leaders should review the range, frequency and effectiveness of the current quality assurance activities. They should ensure teachers have an active role in self-evaluating their practice. A clear focus on the features of high-quality experiences should support further consistency in learning and teaching across the school.
- Across the school, children are increasingly involved in influencing and leading change within the school. All children have the opportunity to be involved in a leadership role within the school. Recently introduced Junior Leadership Teams (JLTs) are beginning to provide children with meaningful ways to improve their school. All JLTs have allocated members of staff to support their work. Moving forward, teachers should increase the autonomy of children in leading and directing these groups. A few children who attend the LCR are involved in JLTs. There is scope for senior leaders to build on this positive start to ensure all children across the school and LCR have appropriate opportunities to affect positive change in their school.
- Parents are encouraged to contribute their views through questionnaires. Senior leaders provide a wide range of information and training opportunities for parents linked to school initiatives. For example, gaining food hygiene certificates and training to support the school's work on equality. The Additional Support Needs (ASN) Parent Network has evolved overtime to become a fully parent-led group. Senior leaders should continue to involve parents in self-evaluating the work of the 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

- All staff have a strong focus on children's rights and developing positive relationships across the school. The school's values are evident in staff and children's interactions. This results in an inclusive and caring ethos. In most classes, teachers use praise effectively to remind children of expectations and to reinforce positive behaviour.
- Across the school, most children are motivated and eager to learn. Most children contribute to improving the work of the school through a range of learner participation groups. As a result, most children say that the school listens and acts upon their views.
- The majority of children learn in calm and well organised classrooms. In most classes, teachers support children to understand the purpose of their learning in a clear and relevant way. In a few classes, teachers make links to prior learning and involve children in discussing what successful learning looks like. As a result, children talk confidently about themselves as learners. As a next step, teachers should share this approach more widely to improve consistency across the school.
- The majority of teachers use higher-order questioning well to promote children's curiosity and engage them in thinking about their learning. Planned discussion in pairs and small groups is supporting children to take more ownership of their learning. Where engagement in learning is strongest, children experience a range of differentiated and challenging tasks appropriate to their needs. Teachers should ensure that all planned activities meet the needs of individuals and groups.
- Most teachers make good use of available digital resources to support learning. In a few classes, teachers use digital technologies to improve children's understanding of new and unfamiliar contexts. For example, using video-clips and images to explore animals in the rainforest. This approach is improving children's vocabulary. In addition, the majority of children are clear on the purpose of their learning and discuss confidently the digital skills they are developing as a result.
- Children have a range of opportunities to learn in different environments such as the cooking room and media room. Senior leaders should continue to review the use of technologies across the school to ensure children's experiences are regular and progressive. This will support children to develop skills for learning, life and work across a range of contexts.
- All teachers use formative assessment strategies including peer and self-assessment and verbal and written feedback. In a few classes, teachers provide helpful feedback, which supports children to identify next steps in their learning.

- Overall, the quality of teaching across the school is not yet of a consistently high standard. Senior leaders and teachers have engaged in a range of professional learning linked to quality learning and teaching. This is supporting the majority of teachers to plan appropriately paced learning experiences for children. However, a minority of lessons and activities are too teacher-led and do not provide enough challenge for children.
- Effective approaches to learning and teaching at the early level are having a very positive impact on children's outcomes. Children take responsibility for their learning. They describe the skills they are developing as a result of their experiences. Senior leaders should develop a strategic approach to improving learning and teaching across the school. They need to make clear links across the different professional learning experiences to ensure all teachers have a consistent understanding of what high quality learning looks like across the curriculum.
- Teachers identify assessment opportunities at the point of planning across all curricular areas. In addition, senior leaders support teachers to analyse data from diagnostic and standardised assessments in literacy and English and numeracy and mathematics. This is at the early stages, however these activities are improving teachers' understanding of children's progress within a level. Senior leaders should continue to support teachers to understand what quality assessment evidence looks like. Senior leaders have identified rightly the need to streamline the number of assessments teachers plan for each curricular area. As planned, teachers should continue to improve the quality of assessments to allow children to apply their knowledge and skills in a range of contexts.
- In almost all classes, children are involved in planning their learning within interdisciplinary learning (IDL) contexts. Children identify what they already know about a topic and what they would like to find out. Teachers should ensure that planned contexts support children to develop and apply skills appropriate to their stage. Teachers' planning starts with the experiences and outcomes. However, they need to ensure that relevant skills are planned for so that learning is appropriately challenging for all learners.
- All teachers participate effectively in planned moderation activities within the school and with a partner school. Teachers' moderation has focused on reading and writing, this is improving their understanding of children's progress across a level. Teachers should now participate in a range of moderation across all curricular areas to support them to make more accurate and reliable professional judgements about children's progress and next steps in their learning.
- Teachers and senior leaders meet termly to discuss children's progress. They monitor and track children's progress in literacy, numeracy and their achievements. This is providing clear information on children's attainment across these areas. Senior leaders have identified rightly the need to introduce a more robust tracking system across all curricular areas which show children's progress over time.

## 2.2 Curriculum: Learning pathways

- Senior leaders and teachers are reviewing currently the school's curriculum rationale. They have identified the need to develop an ambitious rationale that meets the needs of all children as well as reflect the unique context of the school.
- Teachers use local authority progression pathways for literacy and English and numeracy and mathematics. There are progression pathways in place for all other curricular areas with the exception of the third language which involves signing. Senior leaders teach children basic signs during assemblies and a few staff reinforce these during daily activities. Within the SIP, senior leaders, with staff, need to develop a shared understanding of how to implement this throughout the school.
- Reading for enjoyment is not a strong feature of the literacy programme. As a result, children are not developing a strong enjoyment of reading.
- The depute headteacher has introduced effective approaches to IDL planning across the curriculum. This is supporting teachers to make coherent curricular links at the point of planning. Senior leaders have put in place context overviews to support breadth across the curriculum. Senior leaders should continue to review this approach to ensure planned learning contexts are relevant, provide flexibility and build upon children's prior learning. Senior leaders need to support teachers to develop a consistent understanding of IDL and ensure children always experience relevance and depth in their learning.
- Children have opportunities to learn outdoors through trips and activities. Teachers occasionally use Linn Park and the school grounds to support learning. Senior leaders should work with staff to continue to develop their approaches to outdoor learning. They need to ensure that there are regular, planned opportunities for children to apply skills learned in an outdoor, practical context.
- Children use digital technology well in classes to support their learning and develop research and presentation skills. A newly introduced digital skills framework supports teachers to plan progressive digital literacy across the school to support children's knowledge, understanding and skills development.
- Teachers identify relevant community and business links at the point of planning. A number of STEM and business partners work with the school to develop aspects of the curriculum. This is providing children with increasing opportunities to develop skills for learning, life and work. Teachers train children in the upper school as electronic experts, which develops further their digital skills. Senior leaders should now use the Career Education Standard (3-18) to support teachers to develop a framework of the skills children are developing as a result of these experiences.

## 2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents are highly positive about how the school supports them and their children. The Parent Council supports the school in various ways including through fundraising activities. Parents are an important and central part of the life of Gowanbank Primary School. A few parents feel that communication with them could be improved. Specifically, they would appreciate more advanced warning of school events and activities in order to be able to plan ahead.
- Staff have planned a large number of successful family learning activities to support parental involvement in their child's school work. These have been very well received by families. For example, the 'dads' group' has been evaluated successfully as supporting more positive relationships and fun time between children and their fathers. Senior leaders have evaluated all of the activities and they continue to build in aspects of improvement.
- The school cooking club, within a dedicated cooking room, is a creative way to bring families into school to support a variety of activities. Children and parents are learning together. Teachers should develop further their approaches to include health and nutrition. Making links with partners and possibly the associated high school home economics department, would enable a clear learning pathway from early years through to high school.
- The family learning events offer rich and varied opportunities for families to support aspects of their child's learning. Senior leaders need to review the outcome of these activities and link these more closely with the impact on children's attainment in the classroom. This should help parents to see how the work they are doing is making a difference to children's achievement and attainment.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.



### 3.1 Ensuring wellbeing, equality and inclusion

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

- There is a very positive and caring ethos across the school. Children experience respectful and supportive relationships with staff and partners. Most children have positive interactions with their peers. Interactions between children and staff in almost all classes are positive. Staff know children and their families very well. Children feel valued and they know that all staff care for them. They are confident to voice their concerns. The depute headteacher has integrated the LCR as part of the mainstream school very well.
- All staff value the importance of children's wellbeing. Staff continue to prioritise improving children's wellbeing and there are a large number of mechanisms for supporting the varying needs and challenges faced by a significant proportion of the children. The focused, whole school approach to improving wellbeing underpins day-to-day experiences as well as the planning for those that require additional support. Children understand their own wellbeing and talk about how to make changes, for example, to improve their health. All staff are fully aware of the context of the school and of their role in supporting children who may have barriers to their learning. The support staff work very well within the staff team and provide an invaluable role in supporting children and their families.
- All staff use nurturing approaches very well to support children across the school. This impacts positively on children's engagement in their learning. Those in the Daisy Cottage Nurture Room receive highly individualised and focused nurture and support. This supports them well to meet their individual targets and experience success in learning. Teachers and support staff have a caring and sensitive approach to how they deal with children. In almost all classes, teachers have high expectations for a majority of children and this supports attainment and achievement. In a few classes, tasks need to be better matched to the needs of individuals in order to increase children's achievement.
- Through the school's restorative approach to promoting positive behaviour, almost all children feel happy in school and they value the support of familiar and dependable adults. Children learn about many aspects of how to be healthy, for example, they can talk about how food affects their health. The school offers many clubs and activities in order to support children's wellbeing in ways they might otherwise not experience. Senior leaders need to engage in further self-evaluation around local health issues to enable continuing targeted approaches to improving children's wellbeing.
- Children's views are sought on whole school matters that affect them, through for example, the pupil council. Staff support all children to engage in learner participation groups. Children have begun to use 'How good is OUR school?' to review aspects of the school. This is an important step in empowering all children to take greater responsibility and leadership of their school. Children are not yet leading key aspects of their own learning. This should be developed further by teachers.

- There are a variety of strategies in place to ensure all children are included in the life of the school. Almost all staff understand the specific needs of children and support them to achieve their full potential. Senior leaders and teachers create plans with individualised targets to support those who need additional intervention. A few of these targets are not yet specific enough to lead to impact or improvement. Senior leaders should streamline and simplify planning for individual children in order to reduce the bureaucracy for staff. Children and parents need to be more involved in setting and monitoring the success of individual targets. Teachers need to put in place more systematic monitoring of additional support targets for children within their classrooms.
- Staff have undergone a variety of professional learning in relation to meeting children's needs. These experiences have been positive in ensuring a shared understanding, for example, in supporting children with autistic spectrum disorders. A next step is to link staff's learning more closely to positive learning outcomes for all children.
- Effective procedures are in place to meet the statutory duties around children's attendance, exclusion and ASN.
- Children are aware of and learn about inequalities. A recent focus on LGBT issues, culminated in a highly successful family event which was very well received by parents and children. The school focus on sectarianism and religious intolerance enables children to talk about how equality affects them and their relationships. Children understand what it means to be included and to be treated fairly.
- Support staff across the school work well with teachers to support learning and teaching. Support staff also work closely with children enabling them to experience success, specifically in the areas of wellbeing such being included and respected. There is strong partnership working with a wide range of groups and individuals. Partners work well with senior leaders and teachers to provide flexible and tailored support for children across the school.
- The new headteacher along with the depute head, is aware of the important need to build and develop the collaborative staff team. Teachers report that they are beginning to feel more positive about their wellbeing, until recently this had not been the case. Staff make effective use of the range of learning spaces beyond the classrooms to take a flexible and individualised approach to meeting the needs of learners, for example, in the use of breakout areas. Teachers use the outdoor spaces well to support children's positive relationships and wellbeing.

## 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

- Children's attainment in literacy and English and numeracy and mathematics is good. There is scope for children at first level to achieve more. Senior leaders and teachers are continuing to use data and moderation to ensure professional judgements are increasingly robust.
- Overall, most children with ASN make appropriate progress from prior levels of learning in line with individualised targets.

### Attainment in literacy and English

- Overall, attainment in literacy and English is good. The majority of children make appropriate progress in listening and talking, reading and writing. There is a dip in attainment at first level.

### Listening and talking

- At early level, almost all children take turns in pairs and small groups. They listen well to their teacher and peers. At first level, most children articulate the basic skills for listening, for example, good eye contact and taking turns. They are not yet confident at preparing and delivering presentations to their class. At second level, most children make notes on subjects linked to their topics and prepare presentations for their peers. They ask questions to clarify their understanding and find out more about a topic. Most children present arguments in debates linked to their topics and identify techniques linked to debating. Children at first and second level are not yet sufficiently skilled at transferring their listening and talking skills across the curriculum.

### Reading

- At early level, most children identify rhyming words. They recognise and read sight vocabulary from their reading book and common words with increasing accuracy. At first level, the majority of children read with fluency and use punctuation well to add expression. The majority of children use context clues well to support their understanding of new vocabulary. Most children cannot confidently identify the features of non-fiction books. At second level, children mainly read short texts in comprehension. Children need to read a wider range of novels more regularly to develop further their reading skills and knowledge of writer's techniques. Children across the school are not confident in discussing their favourite authors or books. They cannot confidently discuss author styles or features of different types of book.

### Writing

- At early level, most children write a simple sentence. The majority attempt with confidence to write tricky words linked to their topic. They use a capital letter at the beginning and full stop at the end of a sentence. A few children are not yet writing independently. At first level, most children are beginning to explore features such as bullet points, lists and paragraphs to organise their writing. They do not punctuate sentences accurately. A few children are

beginning to use techniques to engage the reader, for example, through using similes in their imaginative writing. A few children require support from adults to complete writing tasks including scribing. At second level, children write well for a range of purposes. Most use an increasing range of punctuation accurately in their writing. Most children use paragraphs to organise their ideas. A few children are beginning to use imagery, for example, alliteration, to improve their imaginative writing.

### **Numeracy and mathematics**

- Overall, attainment in numeracy and maths is good. The majority of children make appropriate progress in numeracy and mathematics. There is a dip in attainment at first level.

### **Number, money and measure**

- At early level, almost all children calculate numbers bonds within 10 confidently and accurately. They are not yet able to apply this knowledge to money and calculations up to 10p. At first level, the majority of children apply a range of strategies to determine multiplication facts for the three and four times tables. At second level, most children calculate simple percentages of a quantity. At first and second level, a minority of children do not demonstrate mental agility appropriate to their stage. Children at first and second level are not yet sufficiently skilled in applying learning and skills in number, money and measure to real-life, practical contexts.

### **Shape, position and movement**

- At early level, almost all children create symmetrical drawings with one line of symmetry. At first level, the majority of children identify right angles and find them in their environment. Across both early and first levels, a few children are not yet confident in naming and describing two-dimensional shapes and three-dimensional objects using relevant criteria. At second level, most children use a range of mathematical language to describe correctly angles within their environment. They interpret maps with a simple scale. Most children need to develop further their understanding of the practical applications of scale.

### **Information handling**

- At early level, almost all children sort objects into a table using set criteria. A few are not yet able to discuss information in simple graphs. Across first and second level, almost all children gather information through simple surveys, using tally marks effectively to record information. They are less confident in the use of Venn and Carroll diagrams. At second level, most children are not able to display data using a range of graphs. In addition, they are not confident in using larger data sets. Overall, there is insufficient evidence to demonstrate clearly children's progress in information handling across a level.

### **Attainment over time**

- Senior leaders currently gather data on achievement of a level at the end of each year. A significant increase in roll has made it difficult to identify trends over time. Children's early gains in primary one are not maintained well as they progress through the school. Senior leaders are beginning to routinely gather data on progress within a level. They are at the early stages of using this to track cohorts of children as they move through this school. They should take this work forward as a priority to ensure there is evidence of the progress children make from their prior levels of attainment.
- The school is not yet systemically gathering or tracking attainment data across curricular areas other than literacy and English and numeracy and mathematics.

## **Overall quality of learners' achievements**

- Children across the school are developing confidence and leadership skills through their involvement in JLTs and house groups. They are becoming caring and confident individuals who work hard to be respected and responsible within the school community.
- A few children in the upper school benefit from participation in a mentoring scheme with a local legal firm. Children build confidence and self-respect through one-to-one mentoring. They also gain important skills, for example, in communication, problem solving and risk assessment through work experience with their mentors. As planned, senior leaders should build on this to allow an increasing number of children to benefit from the programme.

## **Equity for all learners**

- Staff across the school community have a clear understanding of the range of factors, including socio-economic, that impact on children's learning and progress. They are committed to promoting equity for all children. Senior leaders use the Pupil Equity Fund very well to provide a range of targeted interventions which support children's wellbeing and readiness to learn. For example, there is emerging evidence that the Breakfast Blether is beginning to improve children's attendance and late coming. Staff have made good use of approaches to managing the cost of the school day. For example, the P7 residential trip is subsidised well to enable all children to participate.
- Staff implement well-planned targeted interventions in literacy and numeracy using Pupil Equity Fund resources. These interventions show steady and consistent improved outcomes for children in targeted groups. Interventions are effectively reducing potential barriers to learning and providing timely support to those who need it.

## School Empowerment

### ■ Parental and community engagement

- Gowanbank Primary School and LCR has developed a range of programmes and activities to support wellbeing, equality and inclusion. Throughout this work, empowering families and the local community has been a strong focus. A range of parent groups have evolved which require less direction from the school and more ownership amongst parents and partners. The 'dads' group and ASN Parent Network are examples of parents leading the direction and focus of established groups. A wide range of partners is involved in supporting parents to be empowered to participate in groups and activities within the school. A local business is working with the depute headteacher to plan employability activities for parents. This has the potential to support parents and families in many positive ways.

## Quality of provision of Special Unit

### Context

The LCR is an authority facility for primary-aged children who have a diagnosis of autism and would benefit from specialist provision. At the time of the inspection there were 31 children organised into five classes. Access to mainstream classes within Gowanbank Primary School is arranged on an individual basis. A few children attend another school for part of the week.

### Leadership of change

- The depute headteacher has led very effectively the work of the LCR for several years. LCR staff are confident that senior leaders support them to make appropriate changes which improve outcomes for children. They also work well collaboratively to plan learning for their classes.
- Staff in the LCR are committed to ensuring the best possible outcome for all children. They work very hard to ensure that they make appropriate provision for children by knowing them and their needs well. They are supported effectively in this by senior leaders, staff in the school and partner agencies.
- LCR staff have hosted a number of visits from other schools that are interested in their practice. This has resulted in a greater number of classroom visits by staff who are unfamiliar to the children. Dealing with these situations is enhancing increasingly the transition process for children who are becoming more skilled in dealing with changes to their learning experiences.

### Learning, teaching and assessment

- The quality of learning and teaching in the LCR is good, with aspects which are very good. Most children engage appropriately in their learning. Most respond positively to the approaches taken by teachers and support staff, who know them and their needs well. Staff skilfully use the interests of children to engage them in lessons. Where possible, staff use real life situations which children can identify with. They take great care to ensure that children understand what they are learning and the importance of it in their own life.
- Skilled staff design appropriate individualised visual timetables to meet the needs of children. The learning environment in all LCR rooms is calm and carefully and consistently structured. Teachers provide appropriately predictable routines, which children react very well to and are reassured by. This has the effect of minimising and isolating challenging behaviour and encourages most children to stay on task for most of the time. The high level of adult support for children in classes, and the use of individualised resources, helps them to stay focused on their learning and to achieve well most of the time.
- Staff are skilled in bringing great clarity to their explanations due to the range of language and communication difficulties which children in the LCR have. Teachers and support staff successfully augment spoken instructions and communication with the use of symbols and signing so that all children can understand what is being said. They use very effective questioning which helps children to understand better what is being taught. They make very good use of technology, including tablet computers and interactive whiteboards, to enhance and support learning activities.
- A few older children have the capacity to lead learning in classes. For example, making suggestions for ways in which a role playing exercise is being undertaken in class and then leading the activity to its conclusion.

- Teachers use ongoing assessment to design learning experiences which are appropriately differentiated to meet children's needs. This involves using a range of resources including adult support. Staff moderate regularly their assessment standards with each other. Most staff are skilled at organising learning activities to make them appropriate and meaningful for each child. Senior leaders should share this expertise with other teachers. This should help develop their skills and improve their capacity in meeting needs through differentiating activities in their classrooms.
- Teachers track and monitor progress in a number of ways. These include current and predicted levels in reading, writing, listening and talking and numeracy as well as progress against short-term targets. Staff include this information in children's individual plans.

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

- Wellbeing is an important and central part of the curriculum for children who attend the LCR. Staff are careful during lessons to address the wellbeing needs of children and to help them to develop their social skills. They work effectively with children to moderate their behaviour and reactions in more stressful situations and when they have a negative reaction to something. They are highly skilled in helping children to acknowledge, share and manage their behaviour in a way which does not compromise their own education or that of anyone else in their class.
- Staff ensure that children's wellbeing is nurtured in the LCR. They identify at least one target relating to this area for each child. Children clearly feel safe and happy in their classes. They enjoy good relationships with staff and, increasingly, with each other.
- Staff create a Wellbeing Assessment Plan for every child who attends the LCR. Staff use these plans to give a commentary on the child's needs and progress in relation to each of the wellbeing indicators. Long term and short term targets are also set in relation to each identified need. Appropriate senior leaders, the class teacher and parents formally review targets at the annual review meeting. Commendably, targets are visible in class, central to children's work, and monitored on an ongoing basis by staff. Most children are making progress towards their individualised targets.

### **Raising attainment and achievement**

- Children across the five classes are working at levels from pre-early to second level in literacy and numeracy. Staff are skilled at meeting the range of needs within their class. Across all LCR classes, children are making good progress in their learning.
- In literacy, younger children are in the early stages of reading. They enjoy having stories read to them and discussing what might happen next. They are developing writing skills including letter formation and handwriting practice. They are moving on to writing simple words and are using capital letters, full stops and finger spaces between words. A few of the younger children are communicating more through signing than through talk, whilst others can hold conversations with others. They are beginning to develop skills in working collaboratively. Older children read more independently, although they still enjoy listening to different texts. They identify with characters in novels and role play question and answer sessions with them. They are writing longer pieces and are learning to make these as interesting as possible by following programmes of work which encourage them to reflect critically on their writing. Children are developing their skills in writing based on personal experience which they also illustrate. They are working well together and are improving their skills in listening to each other and turn taking. Children are also very skilled in using tablet computers to record video of conversations and imaginative responses to literature.



- Most younger children are developing skills in writing numerals and counting within 20 using concrete materials. They are learning to count backwards and forwards to 20. They are identifying basic coins up to 10p. A few younger children are ordering and adding numbers up to 50 and identifying missing numbers on a number line. They also solve division problems by sharing equally up to 20. They order coins up to 50p and are adding amounts of money up to £1. A few older children are working increasingly effectively with multiplication tables. They are developing skills working with fractions and percentages and apply these to shopping scenarios with percentage price reductions. Children take raw information and create a pie chart from it. Other older children are multiplying using concrete materials and completing simple algebraic problems by working out the missing number. They tell the time using analogue clocks and carry out simple additions using coins.
- LCR staff track individual attainment in reading, writing, listening and talking, and numeracy by 'traffic lighting' their progress every few months. They have been developing approaches to demonstrating children's progress before they are at the early level and are sharing these ideas with staff in other schools. Children are developing a sense of responsibility through taking on roles in the school. From primary four, most children in the LCR through their school responsibilities are developing their skills in recycling, buddying and working in the tuck shop.

### **Other information**

- Children attend LCR from across the authority, with many of them being transported to school by taxi. Staff work hard to engage and build good relationships with parents in a range of ways, including home-school diaries, online reporting of achievements, 'tea with the teacher', and events at Halloween and Christmas. They have received positive responses from parents about the ways they communicate, particularly online. Staff also engage parents by inviting them to attend class outings. A recent trip to a local library resulted in parents taking out membership for themselves and their children.

## Practice worth sharing more widely

The school's creative approaches to family learning. They are successfully engaging parents in the ethos and life of the school and in children's learning. Partnership working to support family learning is well-planned and is empowering parents to lead the direction of parent groups. Parents gain important skills and accreditation through their involvement.

The LCR. This authority provision is very successfully engaging children with more severe and complex needs. Highly skilled staff are helping children to achieve, to attain and to develop their social skills so that they can spend increasing amounts of time being educated with their peers in regular classes.

## 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.