

Summarised inspection findings

Caledonia Primary School

Glasgow City Council

31 October 2023

Key contextual information

Caledonia Primary School is located in Ballieston, Glasgow. The leadership team consists of the headteacher, five principal teachers and one temporary principal teacher. The headteacher has been in post for five years. At the time of inspection, the school roll consisted of 272 children across ten classes. During session 2022-2023, the school experienced significant levels of staff absence as a result of the COVID-19 pandemic. Children's attendance rate is in line with the national average. In September 2023, 53% of children lived within Scottish Index of Multiple Deprivation (SIMD) data zones 1 and 2.

There is also a Language and Communication Resource (LCR) within Caledonia Primary School. This is a local authority provision which supports autistic children with language and communication needs. The school roll also includes the LCR roll, which is 25 children across four classes.

1.3 Leadership of change

very good

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

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

- The headteacher, staff and parents were fully involved in creating the school's vision, values and aims over the last few years. The headteacher and staff work hard to develop these values in their work. As a result, children are very well behaved and friendly. There is a very inclusive atmosphere across the school. All staff and children accept, encourage and include all children regardless of disabilities. Staff nurture and treat all children with kindness and respect.
- The effective headteacher and the team of principal teachers (PTs) provide clear leadership and direction across the school. They work hard to encourage an inclusive atmosphere where all children's needs are met well. They have created a school where most children make good progress and attain well within a nurturing, calm ethos. Most staff take a lead role in developing areas of improvement across the school. The headteacher has ensured all the permanent PTs have clear remits and responsibilities and they carry these out very effectively. This is ensuring that, despite significant absence within the leadership team due to COVID -19 last year, the pace of change is fast moving and appropriate.
- The headteacher surveys the opinions of staff, parents, and children to identify well areas for improvement. All staff have a very positive attitude to school improvement and feel fully involved and responsible for making changes. Since 2020, staff have effectively used enquiry-led approaches to secure improvements across the school. The leadership team protect time for professional dialogue and collegiate learning. As a result, all staff feel ownership and have a strong voice in leading change across the school. There is a strong sense of a staff team who want to continually improve experiences for children. They make time for regular self-evaluation to ensure all stakeholders can contribute to plans for continuous improvement.

- Staff have been successful in improving approaches to learning and teaching and writing across the school. They work well together to develop a common understanding of high-quality teaching and learning. The headteacher and staff are aware of the need to review how they differentiate teaching within numeracy lessons. As there has been a high turnover of staff, the leadership team have developed an effective induction programme for new staff. This is helping to ensure that work on improving pedagogy continues and builds consistency across the school.
- The leadership team and staff have a strong commitment to inclusion and look for creative ways to maintain children in class and meet their needs well. Working together staff have improved attainment of children with additional support needs and for children who are not on track with their learning. They provide a variety of interventions to enable children to make good progress. The leadership team and staff have a very good understanding of the varying needs and circumstances of different cohorts of children. Together they use this knowledge well to close the attainment gap and support all children effectively.
- The leadership team organise effective professional learning which is stored online for staff to revisit as they require. The PTs are committed to their own professional learning through the “Thinking about Senior Leadership” and “Aspiring to Middle Leadership” courses. Projects associated with this professional learning have had an impact in empowering staff across the school and strengthening the collegiate approach to school improvement. The commitment to professional learning and effective leadership of change is a major strength of the school, resulting in improved outcomes for all learners.
- The headteacher has worked with staff, parents, and children to create a clear improvement plan to help support the pace of change. They share successfully how they plan to improve the school with parents and children. Senior leaders and staff gather evidence of how school improvement activities affect children’s attainment. The headteacher includes all staff in the evaluation of school improvement activity. Parents are involved in evaluating the school through the Parent Council. They consult parents on how the pupil equity funding (PEF) will be spent. Children are involved in evaluating the work of the school through learner conversations and the pupil council. To build on this the leadership team should include parents and children more in the evaluation of the improvement priorities.
- The leadership team have developed very effective and robust approaches to track and monitor children’s attainment across the school. Staff make effective use of additional funding from PEF to support identified children. The leadership team provide staff with comprehensive equity data on their class cohort. This includes SIMD information and attainment analysis, including gender differences. This supports staff to meet the wide range of children’s needs effectively. The school uses Challenge Leaders of Learning (CLOLs) funded through PEF and Glasgow’s Improvement Challenge (GIC) to improve equity within classes. As a result, attainment in literacy and numeracy across the school is good and improving. The headteacher has also targeted the use of PEF to strengthen collegiate working using Peer Observation of Learning Leading to Improvement (POLLI) which has contributed to continuous improvement of teaching and learning across the school.
- As it is early in the term, most of the leadership opportunities for children have not restarted yet. Last session, staff provided children with a range of opportunities to develop their leadership skills and support decision making across the school. The pupil council seeks the views of children and feeds this back to staff to help improve the school. There is scope to increase children’s voice across the school and improve opportunities for them to lead their own learning.

- The leadership team work well with staff to monitor the work of the school. Staff assess each other's work allowing them to share good practice. The leadership team visit classes and provide feedback and support to help make further improvements to learning and teaching. The focus for monitoring the work of the school closely follows the professional learning provided for staff. This helps to ensure that all quality assurance has an impact on improving outcomes for children.

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

- Overall, the quality of learning and teaching is good with some emerging examples of very good practice. Almost all staff create a calm and nurturing environment. This results in a warm and caring ethos for learning in which children are very well-behaved and feel supported in their learning. Staff have very positive, respectful relationships with children. Children have very positive, caring interactions with each other. Staff use nurturing approaches well to ensure that children feel confident in their learning. Almost all staff provide sensitive and considered support to children who find it difficult to engage in learning. All teachers are proactive in seeking advice on the best way to support such learners and respond positively. Children are proud of their school and discuss what they enjoy about different aspects of school life. They respond positively to their teachers' expectations and encouragement.
- Teachers work well together to develop their pedagogy, leading to a wider variety of teaching and learning approaches being embedded in classroom practice. They use research to inform their practice and share this learning with each other. As a result, children's engagement in learning is good and they respond well to the different styles and approaches implemented. At times, in a few classes, the pace of learning can be too slow. Staff plan lessons to meet the needs of most children in class effectively. In a few lessons, children can choose tasks that are set at different levels of difficulty. Teachers should ensure that all children opt for the most appropriate task for their ability and aptitude. The leadership team should work with staff to develop their understanding of differentiated teaching, particular in numeracy.
- Children in P1 and P2 explore and develop their understanding effectively through well considered play activities. This is supporting children well as they transition from nursery to P1. Staff confidence has improved as a result of professional learning in play-based pedagogy last session. As the year progresses, staff should work together to ensure play provides appropriate challenge for all learners.
- In most classes, staff make very good use of digital technology. Children respond well to using individual devices and are confident in using these for research and for creating texts. A few teachers create differentiated support material and tasks and share these on the devices. The majority of teachers use technology imaginatively to share feedback and showcase children's responses. P7 children have access to an online library with access to an impressive range of texts. They enjoy this resource as they can easily access texts in a variety of formats that match their interests and abilities.
- Most class teachers make good use of questioning for understanding and a few teachers use questioning to promote deeper learning. The leadership team should ensure that all staff make fuller use of questioning to challenge children's learning. Almost all teachers provide clear instructions to explain to children what is expected of them in their learning. As a result,

children settle to work quickly and can explain what they are doing in class. Children would benefit from more involvement in planning their own learning.

- While most children acknowledge opportunities they have through the pupil council to express opinions, they are less sure of the extent to which their ideas are leading to meaningful change. Senior leaders and staff should build on existing practices to promote children's voice through increasing opportunities for them to lead committees and groups. Children feel well supported to do their best and most indicate that they are treated with respect by staff and by the majority of their peers.
- The leadership team have established robust, systematic approaches for tracking and monitoring children's learning and progress across the curriculum. Teachers use this comprehensive information to plan courses and set targets for each child. They make good use of a range of assessment data to support their professional judgements on children's achievement of a level and to measure individual progress. Class teachers meet together regularly to plan learning and teaching. They meet with the leadership team regularly to discuss children's progress. This allows for timely interventions to be put in place to support children. In classes, children are involved in setting targets for their learning, mostly at the beginning of the session. The leadership team should consider how to best ensure a consistent approach to target setting across the school.
- Most teachers provide written and verbal feedback to children on their progress and next steps in learning. Children also have opportunities to self- and peer-assess their work. Children provide peer-assessed feedback to each other in a supportive way. As staff continue to develop this area further, more needs done to ensure the quality of feedback is consistent. This will help to ensure all children can explain their next steps in learning.
- The leadership team have developed strong, productive links with all schools in the cluster. One of the outcomes of this is regular moderation of the standard for achieving the Curriculum for Excellence levels. The headteacher prioritises time for this during collegiate and in-service training. As a result, staff feel more confident in their approaches to assessment and in their judgements of achievement of a level.

2.2 Curriculum: Learning pathways

- This term teachers are adopting the Glasgow City Council's planning format which ensures progression in learning across all subject areas. In addition, this makes meaningful links to the benchmarks which will support staff in making judgements about achievement of a level.
- Staff are now working with a wide range of partnerships and community groups following the end of COVID-19 mitigations. These ensure that children receive rich learning experiences across a range of curricular areas. This supports their development of skills for learning, life and work. P7 children recently attended a residential experience where they develop confidence and resilience through a range of outdoor activities.
- Staff have grouped experiences and outcomes together over a three-year cycle to ensure that they cover all areas of the curriculum. They have a clear overview of the areas of inter-disciplinary learning covered. Staff plan to improve this further and have made this an improvement priority for this year. They have implemented a citizenship progression pathway, providing opportunities for all children to engage in improving the school. Staff also provide all children with a 'plant, grow, harvest and cook' programme. This is developing children's understanding of growing food and cooking it well.
- Children benefit from very good quality physical education (PE) for two hours a week as per national requirements. All children find the PE they receive to be motivating and inspiring and they take part with enthusiasm. All children, regardless of their needs, are included well in PE lessons. The leadership team should ensure all children have religious and moral education throughout the year.
- Staff use digital technologies very well across learning. Children use technology to access most tasks and to record their work very effectively. All children learn French and a language programme with signing and symbols. This supports the inclusive approach across the school as children are able to communicate with children from the school's LCR very effectively.

2.7 Partnerships: Impact on learners – parental engagement

- Following the end of COVID-19 mitigations, staff are working hard to re-establish all the activities within school that families enjoy and to support family learning. Staff in the school have created a positive support group for parents of autistic children and for children with dyslexia. Parents speak very positively about the support they receive from these groups. They find these helpful in understanding their children's needs and to reflect on how the school and parents can work together to address them.
- Staff have surveyed parents to seek their views on parental involvement in school. Parents and staff are working together to plan ways for parents to be meaningfully involved and engaged in their children's learning. Parents, children and the community were fully involved in the recent science, technology, engineering and mathematics (STEM) day where they explored a range of science experiments together. This annual event is very popular with parents and children in developing their understanding of these subjects.
- Across the school, staff have strong relationship with parents. A large number of parents volunteer within the school to support literacy and numeracy intervention groups. Staff also have strong partnership working with a range of local businesses who enrich the curriculum. Children enjoy sharing their work with parents through their online journals.

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

- Children identify strongly with the school. They engage well with visitors and speak confidently about what it means to be a child in the school. Staff work closely with a range of partners to provide a caring and supportive learning environment from which all children benefit. They have a detailed knowledge of children and are alert to factors that may impact on their wellbeing and development. This supports staff as they continue to develop approaches to improve outcomes for children.
- Relationships across the school are positive and wellbeing features prominently in the life and work of the school. Staff have developed well children's understanding of school values and on the rights of the child. They reinforce a strong message of children's rights and the importance of mutual respect. The leadership team and staff should now build on existing practice to empower children in assuming an active role in promoting the rights and responsibilities enshrined within UNCRC. This will allow children to appreciate the difference individuals make. It will also provide a meaningful context to build confidence, exercise initiative and develop further communication skills.
- School staff are aware of their respective roles in relation to child protection and safeguarding. Staff monitor children's attendance closely. They follow agreed procedures and contact parents and carers to establish the reasons for an absence, where necessary. The leadership team follow up any issues with attendance.
- Staff support children with protected characteristics well at a personal level. They deal with any issues promptly and effectively. The leadership team maintain an online record of any incidents of bullying as required by Glasgow City Council.
- Planned professional learning assists staff in developing their insights and expertise to support children with additional support needs (ASN) or other barriers to their development. Children identified as potentially vulnerable are known and supported by staff well. Staff make very effective use of assessment information to help identify children who need more targeted support with their learning. A staged intervention approach is well established. Staff use wellbeing plans to coordinate inter-agency support for identified children. The leadership team appreciate the importance of capturing the views of children and parents in planning this support and are refining practices accordingly. Support for learning workers provide children with valuable and highly effective support in class, in one to one and group situations, and in other settings. Staff provide additional support through target groups for example, Thistle Grove and Caley Crew, funded by PEF. The leadership team can demonstrate that these initiatives have been successful in developing social skills, promoting engagement as well as improving literacy and numeracy skills. Staff provide children with enhanced arrangements to successfully provide identified children with reassurance and support at points of transition.

- A language and communication friendly strategy is contributing to an inclusive learning environment. Staff make use of common shared visual prompt cards, background displays and shared approaches to questioning. The school's approach: Fact, Story, Action successfully captures a profile of children's needs and succinctly summarises planned strategies. Staff make very good use of this to help ensure children make good progress by considering their barriers to learning.
- Most children indicate clearly that they enjoy school, feel safe and that there is someone to talk to if they feel concerned. Staff provide children with regular daily check-ins to help enable staff to identify children's readiness to learn.
- The school's health and wellbeing curriculum is in line with the national programme for relationships, sexual health, and parenthood (RSHP). The programme supports children in developing their understanding of their development as individuals and the world in which they are living. Children talk confidently about keeping safe including online safety and the importance of maintaining a balanced diet. The leadership team recognise the sensitivities surrounding elements within the programme. Parents can access the programme's resources and discuss any concerns with staff.
- As part of the school's health and wellbeing (HWB) approach, children reflect on their personal sense of wellbeing using the wellbeing indicators wheel. This leads to conversations and in some instances staff and children set agreed targets.
- Children benefit from a strong sense of community. In handling the challenges of the pandemic, staff now have a better understanding of the challenges faced by families and the impact this can have on children. This insight is influencing approaches that are promoting inclusion. Staff liaise closely with parents and partners to provide additional support for children as required. For example, they provide financial subsidies to enable all children to have access to the full range of school activities and engage fully with their peers. School based activities are free of charge. Parents can access replacement uniforms and PE equipment where required and this further promotes inclusion.
- Staff celebrate diversity successfully through the school assembly programme, corridor displays and in-class learning. They recognise and value individual differences, illustrated in children's artwork. Almost all children feel that they understand and value others.
- A corridor display set against a map of the world draws on the nationalities of different members of the school community and visually illustrates that we are all part of one world. Children learn about other cultures and different faiths through the school's programme of RME and religious observance as part of the assembly programme. As a result, children enhance their understanding of the needs of others and the importance of their personal responsibility. They can talk about discrimination and unfairness and how this affects others.
- Senior staff are responsive to any request to accommodate the needs of different faiths, for example a facility for personal prayer, where necessary.
- The leadership team and staff are able to demonstrate that whole school strategies and targeted interventions are improving outcomes for children facing barriers and challenges to their learning and development.

- The school submitted information relating to compliance with the Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food in schools.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy across the school is good. Children with additional support needs are making good progress towards their individual targets.

Attainment in literacy and English

- Overall, across the school most children are making good progress in literacy and English.

Listening and talking

- Across all stages, most children are making good progress in listening and talking. Most children are confident and articulate when expressing their views and can effectively take turns during group discussions. Almost all children listen well to instructions from their teachers. At early level, most children can ask and answer questions to show understanding and explain their thinking. By first level, almost all children can ask and answer questions with confidence. They listen for information and recall key facts. Most children at second level can listen to and build respectfully on the contributions of their peers. They show a high level of interest and enthusiasm when conversing with known adults and children. Across all levels, children would benefit from more opportunities to apply their talking and listening skills in a range of contexts.

Reading

- Overall, most children are making good progress in reading. Children who have achieved early level, are building their reading skills by using picture clues to expand and predict what may happen next. They can explain the features of a book, answer questions about a text and use their knowledge of sounds to decode unknown words. By the end of first level, most children read fluently and with expression. They can explain their preferences for a particular author and decode unfamiliar words in context. At second level, children are developing their knowledge of different genres and use this to select texts of interest to them. They can explain their preferences for an author or type of text. Most children summarise passages effectively. Children would benefit from opportunities to access the school or local library more regularly. More needs to be done to continue to further promote a love of reading. Staff plan to improve this further and have made this an improvement priority for this year.

Writing

- The majority of children are making good progress in writing. Children across all levels can write in a variety of genres. Most children at the beginning of the early level are developing their independent writing skills through play and exploring vocabulary to use in storytelling. A few can form letters correctly. At first level, most children use capital letters and full stops accurately. They organise their ideas in a logical order and vary sentence starters. At second level, most children learn the key features of different genres and apply this in different contexts. This supports and motivates them to write extended pieces. Children would benefit

from more frequent opportunities to write across the week. This would help them to consolidate their writing skills and techniques.

Numeracy and mathematics

- Overall, across the school most children are making good progress in numeracy and mathematics.

Number, Money and Measure

- Most children who have achieved the early level are confident in number. They are secure in their number bonds to 20 and are able to find doubles. Most children are able to carry out addition and subtraction mentally to 20. They can count to 100 confidently and can count in bundles of 10s and 5s. Most children are confident in recognising coins in real life contexts. They are confident in identifying simple fractions. Most children who have achieved first level can name the place value of three-digit numbers. They are confident in addition and subtraction within simple tens and units problems. Most children are confident in adding money to £1 and can calculate change of simple amounts. They can read and recognise both analogue and digital times. Children working towards second level are confident working with simple fractions but lack skills in using decimals and percentages. Most children are able to calculate division of large numbers but lack accuracy in multiplication of large numbers. Across the first and second level, children need to become more fluent in their times tables and develop a deeper understanding of all aspects of measure.

Shape, position and movement

- At the end of early level, children can confidently name familiar two-dimensional shapes. They can describe positions of objects and give appropriate directions to move from one place to another. Children who have achieved first level can name common three-dimensional objects and can explain their properties. Children working towards second level can calculate the area of common shapes.

Information Handling

- Most children who have achieved early level, confidently match and sort unfamiliar objects and can recognise bar graphs. Children who have achieved first level can explain how they would organise and carry out a simple survey. Overall, children at first and second level have a good understanding of graphs appropriate to their age and stage. Older children now need to develop an understanding of probability and chance.

Attainment over time

- The leadership team gather a range of attainment data. They provide staff with an equity profile for their class to ensure that staff are aware of the attainment journey of all children. The leadership team can show clearly that they have raised attainment for most children over five years. For those children who have particular challenges in their learning they clearly record children's progress in meeting their targets. Staff can clearly show that children are making good progress in their learning over time. They can clearly show that there is no pattern of under achievement of children living in SIMD 1 and 2. They have a good understanding of children's needs. Staff clearly measure the impact of interventions to raise attainment to ensure outcomes continually improve for all children.

Overall quality of learners' achievements

- Staff and children celebrate achievements well at assemblies and through classroom and corridor displays. Children gather and share wider achievements at assemblies. There are many quality opportunities for children to develop skills across the four contexts for learning through their citizenship, sport, STEM and learning for sustainability programmes. Older children are committed to taking on roles of responsibility such as peer mediators, committee members or as digital leaders. These leadership opportunities support children to build

confidence, strengthen relationships and develop new skills such as cooperation and team working.

- Staff, P7 children and partners offer a range of clubs and activities which enhance children's experiences including multi-sports clubs, gymnastics, basketball and residential trips. The Active Schools Coordinator and the leadership team track children's achievements. They use this information to identify children at risk of missing out, in order to offer and signpost appropriate opportunities for families. They should plan to develop this further and make explicit the links between children's achievements and skills for learning, life and work.

Equity for all learners

- Staff know children and families well and understand the socio-economic background of their school community. Teachers use this information effectively to identify and respond to individual needs. Cost of the School Day training for all staff has raised the profile of some of the challenges families are facing. This prompted interventions to mitigate, such as, a community larder, uniform bank and a supermarket voucher system in partnership with local organisations. Additional costs are further minimised through funding secured from various grants and PEF, ensuring equal access to opportunities.
- Additional staff assess, plan and provide targeted interventions well in literacy, numeracy and wellbeing. Evidence shows that children accessing the 'Caley Crew', Thistle Grove and Cal's Corner are making good progress, which is having a positive impact on their skills and confidence. The school are able to demonstrate accelerated progress of those children living in SIMD 1 and 2.
- Senior leaders evaluate closely the impact of interventions on the attainment of individuals and cohorts of children. This helps them to understand how well they are closing the attainment gap caused by children's socio-economic circumstances. The headteacher, in consultation with staff, parents and children, uses PEF effectively to provide targeted interventions for those in need of support.

Quality of provision of Special Unit

Context

The Language and Communication Resource (LCR) within Caledonia Primary School is a local authority provision which supports autistic children with language and communication needs. The LCR supports 25 children aged 5 -11 years in four classes. Children are grouped according to age where possible.

Leadership of change

- All teachers and support staff have developed a clear, consistent focus on inclusive, child-centred learning which reflects clearly the vision and aims of the LCR. Staff regularly encourage some children, where possible, to engage with mainstream peers and take on leadership roles in activities at assemblies and as members of the pupil council. Teachers, including those in mainstream primary classes, recognise children's rights by regularly seeking their views on learning activities and encourage them to exercise choice safely. This includes choosing from task options, their preferred locations for learning and which materials they wish to work with.
- The leadership team and the LCR's principal teacher protect time for collegiate learning with stage partners in mainstream classes. Opportunities for peer evaluation, observation and feedback on learning and teaching have led to more consistent approaches and improvements in planning learning. Key focus areas have included ensuring pupil participation, consistent sharing of learning intentions, using appropriate visual supports and effective questioning. LCR staff feel they have benefited from feedback about their work from senior leaders and peers. They would welcome more opportunities to share staff expertise in a range of areas including dyslexia, playful pedagogy, music and supporting autistic children. Advice and support from the principal teacher has led to a series of successful transitions for children in the LCR and those moving to new schools in co-located provisions.

Learning, teaching and assessment

- Staff are highly responsive to children's needs. They motivate children to learn in a caring and respectful way which takes account of their individual needs and preferences. Resources and learning activities take account of children's personal interests and help them to move on when ready. Teachers and support staff are skilled in supporting children to manage their emotions and focus on their learning. They work hard to reengage children with learning when they experience difficulties and anticipate and respond well to individual anxieties. The leadership team should continue to review the organisation of support for learning staff to ensure that children and teachers receive adequate support to help children maintain a focus on learning.
- In almost all lessons, teachers make very effective use of a wide range of visual timetables, cues and prompts. These include picture prompts, objects of reference, signing, symbols and digital images. This supports communication and children's understanding of their learning. In all classes, staff encourage children to interact positively with staff and peers through sharing, making conversation with their peers. Staff use digital technology well to support children's communication in some lessons. Teachers at early level in the LCR and mainstream school, support children's learning successfully using embedded, play-based approaches.
- Teachers are keen to make use, where possible, of outdoor learning environments to support children's health and wellbeing and understanding of the environment. Children join mainstream peers on learning visits to the Science Centre, pantomime visits and Calderglen

Park. Parents, staff and children shared their concerns about the current, dedicated outdoor area for LCR children. These include limited space and resources, uneven ground and water retention issues.

Ensuring wellbeing, equality and inclusion

- The headteacher and LCR staff place a strong focus on children's safety and wellbeing. All children have a wellbeing and assessment plan (WAP) to support their learning and wellbeing. Across the school, staff embrace Getting It Right For Every Child approaches and strive to meet the needs of children in the LCR. All children enjoy learning and feel safe and secure within the LCR.
- Children's support plans, formal reviews and minutes of review meetings are planned, reviewed regularly and shared with parents and key partners. Reviews of children's progress focus clearly on solutions and take into account children's and families views in decisions about next steps and longer-term needs. As a result, most children engage positively with their learning tasks and staff provide the right kind of support when children need it. Evidence over the last year and this term shows children are making good progress towards targets set within support plans. A few are making very good progress.
- Senior leaders plan to increase further opportunities for children to work alongside their peers socially, in class and in the playground. Relationships across the school are very positive and mainstream children openly welcome children from the LCR. All staff model behaviour which supports and promotes the wellbeing of children. The principal teacher tracks children's progress and ensures effective, additional support for children and families who face additional challenges. This has ensured that children are happy, confident, and attend school regularly.

Raising attainment and achievement

- Taking account of their additional support needs, most children are making good progress in communication and literacy and in numeracy and mathematics. A few are making very good progress from their starting points.
- In literacy and communication, a small number of children are making good progress within the pre-early level through the Milestones framework. The majority are working at early level and less than half are making good progress at early and first level. A small number are working towards aspects of the second level.
- In numeracy and mathematics, the majority of children in the LCR are making good progress within the pre-early and early level. A few are working towards the first level and over a quarter are working at the first level. A small number work on aspects of the second level. A few children can talk about skills they are learning and know what they need to do to improve.
- Children's attendance in the LCR has improved significantly over the previous year. Almost all have attended regularly since the start of the new term. The headteacher, principal teacher and staff work closely with the families to provide assistance when required, including help with transport. Children arrive on time for classes daily.

- Staff have recently made improvements to how they track children's attainment and progress. They use information from this to plan effective interventions to support most children to make good progress across the LCR. Staff welcome the local authority's plans to implement improved processes for tracking children's progress, particularly at the pre-early level through the Glasgow Digital Tracking Tool.
- Staff share children's achievements within and outwith the school in its communications with parents. Children receive certificates for their achievements at school assemblies. Staff have featured their achievements and talents in school shows and events in communications to parents online.
- Parents and carers feel they are treated respectfully and fully included in supporting their child's learning. They highly commended staff's prompt and supportive response to any concerns they raised and the quality of communication with LCR staff. They feel well informed about their children's experiences and progress. A recently formed parent support group aims to increase parental support through regular meetings. Staff plan to develop further opportunities to increase parents' awareness of appropriate support strategies for their child.
- Teachers have reviewed and developed the curriculum to provide flexible learning pathways which are meeting the needs of learners with complex needs. To further develop inclusive approaches across the school, children in the LCR and across the school are learning signing and French. Planning ensures that children make progress across key, identified life skills in all curriculum areas. Staff plan to develop further tracking of children's progress across all areas of the curriculum.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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.