# Summarised inspection findings

**Lhanbryde Primary School**

Moray Council

21 November 2023

# Key contextual information

Lhanbryde Primary School is a non-denominational primary school in the village of Lhanbryde, near Elgin in Moray. The school roll is 168 children across 7 classes. There is also an enhanced provision for children with additional support needs (ASN). The headteacher has been in post since 2009 and is supported by a depute headteacher and an acting principal teacher. The acting principal teacher has responsibility for the enhanced provision. Almost half of the children attending the school have additional support needs. This includes children registered for the enhanced provision. Forty percent of children who attend the school reside in deciles one to three of the Scottish Index of Multiple Deprivation. Attendance is in line with the national average and exclusions have been lower than the national average for the past three years.

| 1.3 Leadership of change | satisfactory |
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| 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:<br><br>■ developing a shared vision, values and aims relevant to the school and its community.<br>■ strategic planning for continuous improvement<br>■ implementing improvement and change | |

■ The leadership team know their community well and prioritise the wellbeing of children and developing positive relationships with children and families. Their friendly, open and nurturing approach is valued by parents and staff.

■ Senior leaders encourage and support collaborative ownership of the vision and values of the school. The vision for change and improvement is shared and reflected upon by staff. The school values have been in place for a number of years and are an important feature of the positive learning environments created across the school. Staff are committed to delivering high standards for children which reflect these values. As planned, senior leaders should now update the school's vision and revisit values in consultation with children, staff and parents. This will help to build on the positive ways in which the current shared vision and values impact on children's experiences and further increase their shared sense of belonging.

■ Senior leaders evaluate teachers' practice well through regular classroom observations. Most recently, senior leaders have supported teachers to visit each other's classes with a clear focus on sharing practice. This supports teachers to reflect on and further develop their own practice.

■ Senior leaders should develop a more coherent, evidence-based approach to self-evaluation. This should involve all staff in identifying which improvements will enhance children's experiences more effectively. It will also help maximise the impact of school improvements on outcomes for children.

■ The majority of staff lead important individual initiatives, including the development of approaches to teaching, numeracy, modern languages and outdoor learning. Senior leaders effectively empower staff to develop these learning opportunities and programmes which are linked to school improvement priorities. These activities enhance children's learning experiences and are beginning to have a positive impact on children's wellbeing and attainment. Senior leaders should continue to support and encourage staff to undertake

leadership roles to ensure that these result in improved attainment outcomes for all children across the school.

- Senior leaders and staff are aware of the socio-economic and cultural context of the school and recognise the interconnectedness between the school and its community. They plan carefully the use of Pupil Equity Funding (PEF) to provide additional support staff. These members of staff provide a range of effective learning activities in numeracy and literacy which support children well. Senior leaders recognise that there is scope to work more closely with community partners to provide further support for children across curricular areas. This includes, for example, working more closely with local sports clubs, local businesses and volunteers across the community.

- Senior leaders should ensure that school improvement planning has a clear, strategic focus on evaluating and further developing the curriculum and interdisciplinary learning as well as focussing on raising attainment. This planning should involve children, parents and partners from the local community where appropriate. An improved curriculum should provide rich opportunities for all children to develop a wider range of skills and experience learning across a range of contexts.

- All staff participate in, and learn from, a range of professional learning experiences, including through peer learning. These are aligned to school improvement priorities and personal development, with a focus on continuous improvement. These professional learning opportunities are impacting positively on classroom practice. For example, providing support for teachers to plan appropriately for children with additional support needs and improving approaches to review learning at the end of lessons. Senior leaders should continue to ensure that teachers professional learning opportunities have a focus on improving attainment for children. Additionally, these opportunities should continue to build on existing good practice and further develop and empower staff to lead on key areas of the curriculum. This will impact positively on curriculum development and support the development of skills for children.

- Almost all children participate in leadership groups during class time which focus on important key aspects of school improvement and all teachers help to support this approach. Children participate, for example, in a Junior Road safety committee. Children are proud of the positive changes they have initiated which are contributing well to school improvement, including their involvement in the development of the school library. Older children are house captains and vice-captains. Children in P6 and P7 also act as buddies for children in the neighbouring Early Learning Centre and for P1 groups. Leadership opportunities for children are increasing their confidence levels, communication skills and teamwork. There is scope to increase leadership opportunities for all children across the school and involve them more meaningfully in school improvement.

- School staff have worked with children to create a pupil parliament. This is an important forum for all children to have their say about important school matters. Children leading this group represent their peers at meetings with senior leaders. This ensures that there are opportunities for children's voices to be heard. Senior leaders should explore ways to share the actions they take in response to children's views and suggestions. This would support children to recognise that their views are taken into account central to the school's work.

| 2.3 Learning, teaching and assessment | good |
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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 create a positive and respectful ethos. This is underpinned by the school values of 'Ready, Respectful, Safe' which are clearly visible in every classroom. Children are very friendly, welcoming and demonstrate consideration of the life experiences and challenges faced by others. Teachers motivate and support children in their classes. As a result, most children engage well in their learning and speak very positively about the support they receive in school. Children with additional support needs and those who face barriers to their learning are very well supported through strong relationships with staff, which are evident across the school.

■ Almost all children are motivated to learn and want to do well. Children support each other well in small group and paired work in class, developing their self-confidence and communication skills. In a majority of lessons, children are given regular opportunities to lead the learning. In these lessons, children are given opportunities to explore problems and discuss solutions together. All children should now be further encouraged and supported to lead their learning more frequently. This will provide all children with opportunities to make more choices in their learning, demonstrate creativity and increase their levels of independence.

■ In most classes, teachers provide clear explanations and instructions in very well-structured and organised lessons. The pace of learning is appropriate for children in most lessons. Almost all teachers use questioning effectively to develop children's higher order thinking skills. This is encouraging children to be curious and use problem-solving skills to develop responses to challenging concepts and questions. In a few classes, the pace of learning could be brisker. For example, teachers should review the length of time taken to explain tasks and move more quickly to engaging children actively in their learning. This will help ensure that children maximise their learning time.

■ Almost all teachers share the purpose of learning regularly and what children need to do to be successful in lessons. In a minority of classes, children are involved in co-creating what success would look like. This is supporting children in these classes to be clear about what and how they are learning. Teachers have a strong, consistent approach in the use of plenaries across classes. This consistent approach is enabling children to be more confident in reflecting on their own work and the work of others. All teachers have developed a shared standard for peer and self-assessment, which is being used well across the school. These approaches are helping children successfully identify their strengths, what they have learned and their next steps.

■ Most teachers provide valuable written and verbal feedback to children. This supports children to understand how to improve. As planned, teachers should now explore additional ways to provide appropriate feedback to children through, for example, digital technology.

- All teachers use digital boards effectively to present information and to share learning and tasks with children. Children have limited access to digital technology due to the small number of devices. When children use digital devices in lessons, they are able to research independently for information and record aspects of their learning. Teachers should continue to focus on fully embedding digital technology in lessons in a planned, progressive way. This will support children to develop their digital literacy and skills for learning, life and work.

- All children learn across a range of environments which motivate them. Classrooms and open areas are bright and inviting. The school's recent improved approaches to outdoor learning enables and encourages children to extend their learning in exciting outdoor spaces. Children are developing self-confidence, resilience, and communication skills through these high-quality outdoor learning experiences.

- Play based approaches are being used well in early primary stages and are beginning to extend into other areas of the school. Children are benefitting from high-quality learning experiences which are motivating and stimulating. As a result, they are developing important skills in communication and teamwork. Staff have recently re-designed communal areas in the building to support their work on developing play-based pedagogy. This is enhancing the variety of approaches to teaching and improving children's experiences.

- Staff have implemented new approaches to teaching literacy this session. As a result, teachers have a better understanding of the progress children are making. A few children who require further support with their learning in numeracy are benefiting from focused teaching to support their understanding of key number concepts.

- All teachers know their children well and are aware of their individual needs. Through regular tracking meetings and discussions with senior leaders, teachers identify children who require additional support. Teachers plan this support well in collaboration with support for learning teachers and pupil support assistants. For a few children who are able to work beyond their expected levels, teachers should provide a greater level of challenge, for example by allowing children to experience a range of more challenging contexts for learning.

- Most teachers ensure approaches to assessment are an integral part of planning. They assess children's progress using a variety of approaches at important key points in the school year. This includes through the use of Curriculum for Excellence (CfE) National Benchmarks. Most staff are tracking children's progress effectively. Robust in-house moderation supports teachers to make accurate judgements about the progress and attainment of learners. Increased opportunities for moderation in partnership with neighbouring schools will further support these judgements.

- Most teachers plan together well across CfE levels and with stage partners where appropriate. They create appropriate annual and mid-term plans based on curriculum pathways, providing an overview of their approaches to teaching literacy and numeracy. Teachers also plan for health and wellbeing activities delivered through a progressive programme of work.

- All teachers identify when children in their classes require support and discuss this with senior leaders. As a result, a range of appropriate interventions are identified and implemented by support staff. These interventions are beginning to impact children's progress. Most teachers use data generated from assessments well, to evaluate the effectiveness of these interventions. All staff working closely with children who face barriers to learning should be involved in tracking meetings. Children should also be given the opportunity to discuss any decisions which impact on their learning.

## 2.2 Curriculum: Learning pathways

■ Children experience learning pathways in literacy, numeracy and health and wellbeing which enable them to build on their prior learning. As a result of the impact of COVID-19, staff have focussed on literacy, numeracy and health and wellbeing as a priority. More curriculum areas have recently been re-introduced to provide additional breadth across the curriculum. This includes a few opportunities for learning which link themes across different subjects. Children do not currently receive their entitlement to a broad general education in line with national guidance. Senior leaders should now review all curriculum learning pathways to ensure children experience a greater balance, and increased depth, across all curriculum areas. All staff take account of the local and national context when planning learning activities.

■ All staff support children's learning about health and wellbeing through a recently introduced progression pathway covering all relevant CfE experiences and outcomes. They demonstrate a deep commitment to the Scottish Government's 'Getting it Right for Every Child' policy by planning well for children in order to ensure that their needs are well met. As a result, children's experiences in health and wellbeing are broad, progressive, and meaningful.

■ Most children experience and enjoy outdoor learning in the natural environment. Partners work with children and also deliver professional learning to staff focused on how best to use the attractive outdoor spaces. This work has created excitement about learning outdoors and is a feature of learning that both staff and children would like to see extended to include more children more often during the school week across curricular areas. Children who find the classroom environment challenging are particularly benefitting from increased outdoor learning experiences which offer them opportunities to participate in a range of practical activities.

■ Teachers have re-established French lessons as part of children's learning. Children also have the opportunity at times to explore the Scots language. Staff should now introduce a second modern language in line with national guidance.

■ Staff have put in place effective arrangements for children's transitions at all stages. Information about the needs of all children are systematically shared prior to transitions. These measures ensure that the needs of learners are understood and met as children progress in their learning. The headteacher meets regularly with the local nursery manager in preparation for children's transition into P1. Senior leaders and staff also work with staff from their associated secondary school as a part of the transition programme.

## 2.7 Partnerships: Impact on learners – parental engagement

■ Staff use newsletters, social media and an online application effectively to inform parents about school activities. Parents value contact from the school when their child has done well. A few parents do not feel that the information provided from the school is sufficient for them to understand their child's progress. Staff across the school are exploring opportunities to use an online tool to enable children to share their learning more frequently with families. This will increase opportunities for families to understand what their children are learning and support them with further learning opportunities at home.

■ Most parents think that their child is treated fairly and with respect and that the school is helping their child to be more confident. Almost all parents agree that staff know their child well and this is helping to build positive relationships with class teachers and the school leadership team which they greatly appreciate.

## 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 | satisfactory |
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| 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:<br><br>■ wellbeing<br>■ fulfilment of statutory duties<br>■ inclusion and equality | |

■ Approaches to wellbeing are underpinned by positive, nurturing and trusting relationships across the school community. The wellbeing needs of all children are understood well by all those working closely with them, both within and outwith the classroom environment. A shared understanding of wellbeing across the school community is helping children to feel well supported and valued.

■ The majority of children feel safe in school and are aware that there is someone they can speak to if they do not feel safe, or are worried, troubled or upset. The majority of children are aware of the wellbeing indicators and their importance in their lives. They are able to talk about how the school is helping them to understand and improve their own health and wellbeing. Almost all children say the school helps them to feel safe, and to lead a healthy lifestyle.

■ Children's understanding of wellbeing is being developed through a recently introduced progressive programme of lessons throughout the year. As part of this programme, classes at all stages use an 'indicator of the month'. This supports children to understand the importance of health and wellbeing as well as relevant personal and social issues which impact them. Senior leaders and staff should now consider how best to use the indicators with children to assess wellbeing more frequently to provide rich data on how young people are feeling. This will enable senior leaders and staff to monitor the wellbeing of all children more closely and provide appropriate, timely interventions.

■ Almost all teachers plan learning experiences for children in health and wellbeing and access resources and programmes which meet their needs appropriately. These include, for example, Active Schools, as well as programmes to support children to learn about empathy and caring for others. These inputs are leading to children having a clearer understanding about their own wellbeing and the wellbeing of others. These positive and enjoyable experiences for children develop their skills in teamwork, communication and understanding the perspective of others. The school should now develop plans to further enhance all aspects of the health and wellbeing curriculum. This could include, for example, aspects of nutrition through more practical healthy eating and cooking inputs. These issues have been highlighted by children and their families recently, particularly through the period of the pandemic. Including staff, children and families in any consultation on the wellbeing curriculum would further support developments in this area.

■ The relationships policy clearly sets out expectations for all staff and pupils, in relation to behaviour. This is resulting in clear consistent approaches to the development of positive relationships across the school. These are evident in interactions between staff and children and children and their peers. The policy highlights how some challenging behaviours can impact negatively on others and what appropriate responses to such behaviour might be. These include restorative conversations and developing children's understanding that there are

consequences for their actions. This guidance enables children across the school to achieve more positive wellbeing outcomes by engaging meaningfully in restorative conversations with their peers and with adults. These include feeling safe and respected in school. The school records incidences of bullying and investigates every report of bullying behaviour fairly and with dignity for the parties involved. This provides clarity for all children and staff about actions which are taken to address any unwanted behaviours.

- All staff understand their roles and responsibilities in relation to their statutory responsibilities. Almost all staff plan appropriate, flexible, learning environments both inside and outdoors for children who face a range of barriers to their learning. Relevant professional learning, for example in trauma informed practice, has resulted in all staff developing positive relationships across the school. As a result, almost all children feel cared for, and have a sense of belonging.

- Pupil support workers provide a range of targeted interventions for children who have additional needs. Children regularly work with the support of adults in small groups, accessing appropriate support for literacy and numeracy outside the classroom. All staff should now consider how best to include children who face barriers to learning more frequently within the classroom environment. This should enable children to continue learning with their peers and class teacher. Children with an identified additional need are supported well with relevant and well-considered plans. Child's Plans and individualised education programmes are developed in consultation with key staff. They are regularly reviewed and contain appropriate short and long-term targets, informed by the views of parents and children.

- Senior leaders maintain an overview of all targeted supports to ensure appropriate interventions for children are in place. This includes, for example, supports in the classroom such as daily check-ins with teachers and bespoke support for children with specific challenges and barriers to learning. As a result, children are aware of how to access support and from whom. Staff should now consider how to evaluate planned input and bespoke support more regularly and robustly, in order to evaluate the impact and effectiveness on improving outcomes. Children's progress should be discussed regularly with parents to develop a shared understanding and plan next steps.

- A nurture provision in the school supports children who need additional support. Children work well both individually and in small groups with trained staff. They are developing well a range of practical skills for life and learning including communication and resilience. This is supporting children who require it to participate positively in their learning. They are developing communication and teamworking skills which they can then use more effectively within the classroom environment. Senior leaders should now explore how to implement a whole school approach to nurture. This would provide all staff with strategies to better support children facing challenges in their learning. All staff recognise the value of a nurturing ethos for all children and would appreciate increased professional learning opportunities to further develop their skills in this area.

- All children are learning to appreciate and understand a range of faiths and cultures, and the importance of equality and fairness. Almost all teachers plan learning around world religions and their festivals and celebrations. Equality is a regular feature of assemblies in the school across all stages. As a result, children are developing empathy, understanding and seeing things from the perspective of others. Senior leaders should work with all staff to extend this work within the curriculum and involve children more regularly in the planning of learning around equality and diversity. The school should, as planned, re-visit their previous success in delivering important content around the importance and relevance of children's rights.

| 3.2 Raising attainment and achievement | weak |
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This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

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

**Attainment in literacy and numeracy**

- Overall, children's attainment in literacy and numeracy is not strong enough. There are a significant number of children not making sufficient progress in line with national expectations.

- Attainment across all CfE levels fell significantly in 2021/22 due to gaps in learning resulting from the pandemic. Staff have begun to plan and implement a range of interventions to address these gaps. These are beginning to have a positive impact on children's progress. Children are now making better progress at early level in literacy and numeracy and at second level in listening and talking and numeracy. Attainment in writing across the school and across literacy and numeracy at first level remains weak. A significant number of children across the school could be achieving much more. This includes children with additional support needs.

**Attainment in literacy and English**

- Overall, children are making satisfactory progress in reading and listening and talking. Children at all levels should be making much more progress in writing. Children with additional support needs require greater support through focused interventions to make better progress in literacy.

**Listening and talking**

- At early level, the majority of children take turns when listening and talking to each other and their teachers. They listen and respond to each other appropriately in a variety of contexts, including during play. The majority of children at first level contribute to group and class discussion. They listen to others and ask questions to increase understanding. At second level, children offer their ideas and opinions across a variety of contexts. They articulate the difference between fact and opinion. Across first and second level, most children have very limited experience in notetaking, planning and giving presentations. Children should develop their use of different types of questions when listening and talking to others.

**Reading**

- By the end of early level, the majority of children recognise individual sounds and use this knowledge to read simple words. They read a range of common words which are familiar to them. At first level children read fluently. They make use of a few word recognition strategies to read unfamiliar words. Most children are less confident in answering inferential and evaluative questions about texts. At second level children use a range of reading skills including predicting. They are less confident when summarising key information. Children regularly read for enjoyment and can justify their preferences. Across the school, children should be supported to access and use a wider variety of texts to develop their reading skills across the curriculum.

**Writing**

- By the end of early level, most children are beginning to create simple sentences. Children write regularly, including as part of play-based activities. Across first level, a minority of children write well for a range of purposes. They use word banks and their knowledge of spelling and grammar when writing independently. Children at first level should be more detailed in their writing. At second level, most children write for a range of audiences and purposes using appropriate punctuation and include a range of sentence structures. Children at second level should develop further their skills in creative and descriptive writing. All children at first and second level would benefit from further experience to write across the curriculum.

**Attainment in numeracy and mathematics**

- Overall, the progress of children in numeracy and maths is satisfactory. Children working towards first and second level need to make better progress.

**Number, money and measure**

- By the end of early level, children count to 30, supported by their teacher. The majority of children double numbers mentally to a total of 10 but are less confident in subtracting within 10. Most children at first level find money problems challenging, particularly when subtracting small sums of money and calculating change. Children at first level round whole numbers to the nearest 10 and 100. The majority of children at this level find it challenging to add and subtract with three-digit whole numbers. They are not confident when estimating costs. At second level, children multiply and divide whole numbers by multiples of 10, 100 and 1000. They are able to understand costs and can successfully work within a given budget. Children at second level need to further develop their skills in calculating multi-step problems.

**Shape, position, and movement**

- By the end of early level, the majority of children recognise two-dimensional shapes and three-dimensional objects. Children create symmetrical pictures with one line of symmetry. The majority of children who have achieved first level describe the features of a right angle. They are less confident in identifying right angles within the environment. At second level, most children use mathematical language to describe and classify a range of angles identified within shapes. They identify and illustrate line symmetry in a range of two-dimensional shapes. Almost all children working at this level need further support to describe the key features of a circle.

**Information handling**

- By the end of early level, the majority of children apply counting skills to create and answer questions in relation to pictorial displays. Children use their knowledge of colour, shape and size to match and sort objects in play and in teacher-led tasks. Children are not yet able to interpret and use pictorial information. By the end of first level, children interpret simple tables. They are less confident in creating graphs to present information which they have gathered. At second level, the majority of children understand the use of graphs and charts to present information. Children at second level would benefit from exploring digital technology and a wider range of real-life contexts to meaningfully build their skills in information handling.

**Attainment over time**

- Senior leaders do not systematically track attainment over time. As a result, staff are unable to identify trends in attainment of specific cohorts of children. Data shows an inconsistent pattern of attainment since 2019. Senior leaders and staff should track and monitor attainment more robustly, particularly for those children impacted by poverty and those who

require additional support with their learning. This will help them to better identify specific gaps in children's learning and address these to raise attainment.

■ Senior leaders discuss assessment data with staff to support their understanding of children's progress. Teachers make reliable professional judgements about children's attainment using a range of assessment evidence, including the use of the National Benchmarks.

**Overall quality of learners' achievement**

■ Children take part in the life and work of the school through their work on committees and through the pupil parliament. This work should now be extended to provide opportunities for children to develop and apply key skills including communication, problem solving and teamwork. Children need supported to better understand and develop skills for life, work and learning in a progressive way as they move through the school.

■ A few children benefit from attending a football club. This is helping them to improve their wellbeing and build their self-confidence. Staff should collaborate with partners to provide clubs and extra-curricular activities for all children. These will provide children with opportunities to achieve success and develop a range of important skills. Tracking the wider achievements of children, including activities outwith the school day, will support senior leaders and staff to identify and better support those children who are not participating. As planned, senior leaders and staff should now find creative ways to celebrate children's achievements through, for example, online platforms and prominent wall displays.

**Equity**

■ Senior leaders use Pupil Equity Funding to provide additional staffing and resources focused on raising attainment in literacy and numeracy. Pupil support staff deliver targeted literacy and numeracy programmes to improve children's skills. This support is beginning to impact positively on children's progress. Staff and senior leaders are not yet able to evidence how this support is closing the poverty-related attainment gap for specific groups of children. Senior leaders should more regularly and robustly evaluate these targeted interventions to ensure that they raise attainment and accelerate children's progress.

■ Senior leaders provide families with access to school uniform through a donation station and offer free resources and equipment for learning. There are no costs to families for school activities or school trips. This helps to ensures that no child misses out on attending these events. The headteacher and parents should work together to explore and plan further ways to reduce the cost of the school day and provide practical support for all families.

## Quality of provision of Special Unit

### Context

The enhanced provision within Lhanbryde Primary School is for children from across Moray Council who have complex additional support needs. Most children also experience a significant speech and language delay. At the time of the inspection there were six children accessing the enhanced provision. The enhanced provision is managed by the acting principal teacher and is supported by a team of support assistants. Children spend most of their time with staff from the enhanced provision. The majority of children attend a few carefully selected mainstream lessons.

### Leadership of change

- The acting principal teacher leads an experienced staff team. Together they ensure an inclusive and nurturing environment for all children who attend the enhanced provision. Staff work collaboratively and responsively, supporting each other and the children well. The relationships between children and staff are positive and trusting. All staff have a clear understanding of the needs of children and meet these well. The well-organised environment contributes to a calm space for learning and care.

- Senior leaders have identified the need to refresh the school vision and values to better reflect the current work of the school, including within the enhanced provision. Senior leaders should begin to develop more specific improvement priorities for the enhanced provision within the school improvement plan. They should plan this in consultation with children, staff, parents and partners throughout the process.

### Learning, teaching and assessment.

- Overall, children engage well in their learning activities and are cared for effectively within the provision. Teachers plan carefully considered learning tasks which take account of children's incremental progress. Most children enjoy these tasks and are suitably challenged and stimulated. Staff use the early level milestones effectively to support and track children's learning. Staff record important points in children's development to assess and demonstrate their progression. The acting principal teacher keeps track of progress effectively and uses this information to plan appropriate next steps in learning.

- Pre-verbal children in the enhanced provision are beginning to benefit from using pictorial symbols to help them to communicate more effectively. Staff make effective use of 'now and next' picture cards to help children understand what happens next in the classroom. They also use picture reference cards well to help children make choices and express preferences. This is improving communication for most children. Senior leaders should increase the use of resources and techniques to improve communication strategies within the enhanced provision. For example, staff could make more effective use of high and low technology devices such as switches, communication mats and Augmentative and Alternative Communication (AAC) software. Staff would benefit from input from allied health professionals for advice on which measures would be most appropriate to use for individual children. This will help children to express themselves more readily and increase their independence and ability to make choices.

■ All children have plans in place to ensure their needs are met. These include individual education plans, intimate care plans and positive behaviour support plans. These are comprehensive documents and targets are regularly reviewed. All children have a child's plan. Each child's progress is tracked and monitored using the milestones for early level. Staff planning effectively identifies positive strategies and possible triggers for unsettled behaviour. All relevant staff are familiar with these plans. There is a degree of repetition across the documents. Senior leaders should consider a more streamlined approach to planning.

## Ensuring wellbeing, equality and inclusion

■ Parents and families are positive about the work of the school and the impact on children's wellbeing. The acting principal teacher and staff have a strong focus on supporting and improving children's wellbeing. Pupil support assistants know children and their families very well and take good account of each child's health needs. Across the school, there are respectful and nurturing relationships between staff and children. Parents say that children feel safe and nurtured at the school and that they are treated with dignity and respect. Pupil support assistants act as advocates for children and the acting principal teachers seeks the views of parents. Children's plans take proper account of their wellbeing needs.

■ The majority of children would benefit from increased time spent with their mainstream peers. Senior leaders have identified opportunities for children from the mainstream part of the school to visit the enhanced provision more regularly. This will encourage children to play and socialise together and increase children's experience of diversity across the school.

## Raising attainment and achievement

■ Most children make appropriate progress from their prior levels of attainment in literacy and numeracy. Most children establish and maintain concentration for short periods and enjoy their learning tasks. The majority of children are pre-verbal. They express themselves with pictorial aids and through gesture. Physiotherapists and occupational therapists work closely with school staff. As a result of this effective partnership working, children are making progress in physical targets such as standing and maintaining improved posture while seated. Class teachers provide effective support for all children to develop strategies that make them more independent.

■ Staff make good use of outside spaces and arrange regular trips within the local community. This is widening children's range of experiences and their confidence in social situations. Children from the enhanced provision join their mainstream peers for carefully selected lessons including physical education, expressive arts and school trips. Most children from the enhanced provision enjoy spending time with their mainstream peers. Senior leaders should continue to ensure that children from the enhanced provision are able to fully participate in the life of the school and the wider community. Teachers from the mainstream part of the school should work with staff in the enhanced provision to plan suitable opportunities for further inclusion.

# Explanation of terms of quantity

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

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| 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.