

Summarised inspection findings

Robert Owen Memorial Primary School

South Lanarkshire Council

11 June 2024

Key contextual information

Robert Owen Memorial Primary School (ROMPS) is a non-denominational school, situated in Lanark, South Lanarkshire. At the time of inspection, the school roll was 260 children across nine mainstream classes and four supported classes. A nursery class is also part of the school community. The headteacher was appointed in January 2024. She is supported by two depute headteachers and one acting depute headteacher. Since August 2023, there have been significant changes to staffing with a number of teachers only recently returning to or joining the school.

Just over half of children live in Scottish Index of Multiple Deprivation (SIMD) deciles 2 and 3. Just under 40% live in SIMD deciles 8 to 10. Just under one fifth of children are in receipt of free school meals (FME) and 31% of children have additional support needs (ASN).

1.3 Leadership of change	very good
<p>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:</p> <ul style="list-style-type: none">■ developing a shared vision, values and aims relevant to the school and its community■ strategic planning for continuous improvement■ implementing improvement and change	
<ul style="list-style-type: none">■ In a short space of time, the newly appointed headteacher has gained the trust of children and staff who are highly supportive of her vision for improvement. She has galvanised the staff team who are working collaboratively very well to improve the school. Parents speak positively of the newly-introduced 'relationships pathway' which provides clear expectations. Through highly-effective leadership, senior leaders, staff and children have worked well together to create a positive, calm and nurturing climate across the school.■ The headteacher recently consulted the school community to revise the school's vision, values and aims. The values of 'respectful, safe, ready, honesty and ownership' are helping to build a shared understanding of the importance of everyone's contribution to the life of the school. Children are proud of their school and contribute very well to the inclusive ethos by encouraging and supporting their peers across the campus.■ The headteacher worked with children and staff to review the strengths and areas for improvement across the school. Using a 'keep, change and suggest' approach, together, they identified accurately existing strengths, immediate improvement priorities and longer-term areas for development. This approach ensures the pace of change is right and manageable. Staff focused rightly on improving relationships and behaviour across the school. As a result of high expectations, consistent approaches and a shared language, children's engagement and readiness to learn has improved significantly. Staff are positive role models for children, ensuring respectful interactions and behaviours. Almost all children are supportive of their peers and proactive at including children who require support. Children across the mainstream and supported classes work together very well during planned learning experiences. Staff use resources to support children very well to manage transitions and changes that impact on their emotional wellbeing. The introduction of symbolisation will continue to support children's communication skills.	

- Senior leaders use a well-established approach to quality assurance in the school, carrying out termly lesson observations and learning conversations. They use 'How Good is Our School? 4th edition' and professional standards well to evaluate their work and improve the quality of learning and teaching. Teachers use clear and helpful guidance to reflect on their strengths and next steps. Senior leaders provide valuable feedback through supportive discussions. In addition, senior leaders use collegiate sessions very well to engage staff in professional learning and to review progress towards agreed improvement priorities. This approach helps staff to identify accurately the strengths and improvement required to their practice. The headteacher is refining quality assurance activities to strengthen further the evidence gathered against improvement priorities. She has developed a well-considered strategic plan which is supporting staff to link and understand more fully the improvement cycle.
- The headteacher has built upon the existing approach to leadership, ensuring staff's skills, talents and abilities are valued. Staff use professional review and development discussions very effectively to identify leadership opportunities. Almost all teachers work collaboratively to improve teaching approaches in literacy, numeracy, health and wellbeing and science, technology, engineering and mathematics (STEM). Senior leaders link professional learning sessions effectively to school improvement to support staff to have ownership over changes. Teachers engage with professional learning very well and share this across the staff team and with colleagues within the cluster. For example, teachers are working closely with schools within and beyond their learning community to share their approach to improving the culture of reading. Staff have taken the lead in developing high-quality outdoor learning experiences which develop children's communication and problem-solving skills. They share professional learning in STEM to promote improvement beyond the school. As planned, senior leaders should continue to review the school's learning and teaching position statement to ensure consistency of approach by staff.
- The majority of children participate in leadership groups such as pupil council, ECO committee and STOMPS group. These groups help children contribute positively to the ethos and life of the school. For example, the sports committee organise sporting equipment and the annual sports day to encourage children to be active and healthy. Children talk positively about how these roles help them to take more responsibility. By involving children in decision making, most children feel their views are listened to and know who to go to if they have questions or suggestions. Staff have created a culture where children feel empowered to suggest areas for change. They should continue to increase opportunities for children to take on leadership roles and support children to evaluate the impact of their work more effectively.
- Senior leaders meet with staff termly to review children's progress in literacy, numeracy and wellbeing. Teachers use data well and have a very good understanding of the socio-economic context of the school. Together, they discuss the progress individual children make and the support required to stay on track with their learning. Senior leaders use attainment data very effectively to align Pupil Equity Funding (PEF) to support children who are not on track with their learning. Senior leaders have increased time for support for identified groups with a focus on literacy, numeracy and wellbeing. This is having a very positive impact on ensuring children increase their progress. Children also develop skills to express themselves appropriately and manage different social situations that may arise. Senior leaders consult annually with stakeholders on how PEF will be spent to improve progress for literacy, numeracy and wellbeing.

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

- Staff show high levels of care for every child. The ethos across the school reflects a commitment to ensure all children are nurtured and experience success. Staff worked collaboratively with children to develop a whole school charter linked to children's rights. Children know that staff have high expectations for their learning. There is a climate of mutual support and kindness across the school. Almost all children work well individually, in pairs, or in groups. They are supportive of each other and offer help to their peers when required. They are motivated to learn and keen to do their best.
- The school's values underpin teaching across the school well. Teachers' explanations of tasks help children understand the purpose of learning. They use questioning and group and class discussions very effectively to check for children's understanding and extend children's thinking. In a few classes, children work together to identify how to be successful. Teachers should build on this to support children to reflect on their learning more regularly.
- In most lessons, teachers plan learning at the right level of difficulty for most children. A few children would benefit from increased levels of challenge. Most lessons involve periods of extensive teacher explanation, which can lead to a few children becoming disengaged. Teachers should support children to take greater responsibility to increase the pace of learning.
- Teachers use the school campus, including the well-developed outdoor space effectively, to provide a range of motivating contexts for learning. Children describe very well the skills they are developing through learning in the outdoor classroom or local woodland. Children enjoy the range of whole school activities which take place in the school grounds. Teachers use digital technology well to support children's learning across the school. For example, children regularly use laptops to access an online learning programme to support their reading. Teachers use video clips effectively to engage children's interest and promote discussion.
- Teachers have audited the school environment to support the introduction of play pedagogy at the early stages. They created 'zones' in open areas which enables children to explore and play with a range of provocations. Early indications show this is having a positive impact on children's curiosity. Staff's ability to implement play more fully has been hindered by recent changes in staffing. Teachers are aware of national guidance on play pedagogy. They are exploring how to develop this further in learning and teaching. Senior leaders should continue to support teachers to access professional learning. This will help accelerate the school's progress in implementing high-quality play pedagogy.
- Almost all children behave well almost all of the time. Children are polite, friendly and respectful of each other and their school environment. In response to previous concerns regarding children's behaviour, staff developed a 'relationships pathway' which details expectations based around self-reflection. These make clear how staff will support children

who require it. The 'relationships pathway' details how children will be treated with respect by adults in the school. All staff apply this approach consistently. As a result, children understand expectations well. This supports children to make good choices and access the right support where required. In incidences where children become distressed, staff manage these situations very well. They deescalate incidents and reengage children quickly in their learning. Senior leaders are highly visible throughout the school campus before, and throughout, the school day. They provide clear and consistent support to staff. This is ensuring that expectations of children's behaviour are applied equally highly across the school. Overall, this contributes to the calm, purposeful learning environment evident across the school.

- Senior leaders have introduced a clear assessment overview which provides teachers with helpful guidance. Staff make effective use of standardised and ongoing assessments to track children's progress and plan next steps in learning. Staff should now consider implementing high-quality assessments to enable children to demonstrate breadth, challenge and application of learning across the curriculum.
- In most lessons, teachers use a few formative assessment strategies well to check children's understanding. They use praise and verbal feedback effectively across the school to tell children when they have done something well. In most classes, children are encouraged to assess their own work so that they understand what they need to do to improve. In a few classes, children have opportunities to provide feedback on each other's work. Teachers use a detailed writing code to provide individual written feedback which is leading to improvements in children's writing across the school at all stages. Senior leaders should work with staff to improve the consistency and develop further their approaches to using formative assessment. Applying the very effective approaches developed to improve writing can help children to develop their skills in evaluating their own work across the curriculum.
- Senior leaders and teachers discuss and track children's attainment in literacy and numeracy and progress in wellbeing termly. Teachers use moderation opportunities well to develop their understanding of national standards. They are engaging in increasingly robust dialogue about the progress and attainment of individuals and groups of learners including those with poverty related barriers. This informs how senior leaders and teachers plan appropriate interventions and support to meet children's needs. Teachers should continue to engage in moderation and develop their skills of data analysis to ensure professional judgements become more reliable and robust. Senior leaders have identified that a next step is to initiate work on tracking progress in all curricular areas.
- Senior leaders have devised a digital format to provide consistency in the planning of learning throughout the school. Teachers plan learning across the curriculum using flexible progression pathways. They complete termly evaluations that are beginning to include next steps for groups and individuals. Senior leaders should review and streamline meetings to support teachers to link assessment and attainment discussions with their planning.

2.2 Curriculum: Learning pathways

- Staff have developed progressive learning pathways which are in place for all curricular areas. They are built upon the experiences and outcomes of Curriculum for Excellence (CfE) which helps teachers plan learning experiences that meet children's needs across the curriculum. Staff have also refreshed their curriculum rationale to identify relevant opportunities across the four contexts for learning within CfE. The rationale details the unique context of the school and is beginning to provide clear direction for staff to incorporate the principles of curriculum design. In addition, teachers use well the local authority skills framework which supports them to teach skills for life, learning and work explicitly.
- Teachers provide children with two hours of high-quality physical education weekly. Children engage in regular physical activity indoors and outdoors and have planned opportunities to learn and develop other skills and knowledge outdoors on a regular basis. Teachers report that outdoor learning is having a positive impact on children's physical and emotional wellbeing with increased levels of participation and engagement. Pupils speak very positively about outdoor learning and can articulate the progressive skills they are developing through this high-quality experience.
- Children at all stages learn French and pupil language ambassadors promote this well within the school. In a minority of classes, French is embedded into classroom routines where teachers are more confident due to prior training or professional interest. In all classes, progressive lessons help to develop children's knowledge of the French language. Children in P5 to P7 have the opportunity to learn a third modern language. During a Spanish focus week, children learn aspects of vocabulary and increase their cultural awareness.
- Staff and children have developed a culture of reading for enjoyment through participation in the Reading Schools programme. As a result of the school's work in this area over a number of years, the school has been awarded Gold Reading School status.
- Teachers have engaged in a recent drive to increase access to and participation in STEM learning for all pupils. All classes experience high-quality lessons via weekly team-teaching with the trained STEM mentor in the newly developed STEM room. The mentor has successfully led projects within the school, one of which gained the STEM The Flow award. Senior leaders have identified the need to continue building staff confidence and capacity in order to further develop STEM learning and teaching across the school. This should support children to experience progressive learning in this area to build upon their prior learning.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents feel comfortable approaching the school if they have questions or concerns and talk positively about the care and support the staff team provide for children and their families. They share the positive approaches the headteacher has taken, in a short space of time, to improve behaviour and relationships across the school. Staff involve parents through learning events with children such as the ROMPS royal readers as well as inviting parents to contribute to their annual careers' convention. This provides parents with valuable opportunities to support and enhance children's learning at home.
- Senior leaders communicate regularly with parents through newsletters, online apps and consultations. The headteacher provides regular school updates at Parent Council meetings with the Parent Council sharing news more widely through newsletters. Almost all parents appreciate the focus the headteacher has had in involving them in changes to school policies. The headteacher has responded promptly to requests from a few parents asking for a streamlined approach when sharing important information. She is already ensuring changes are being phased in prior to the new academic year. A minority of parents would like to review the school's homework policy. They feel consistent home learning would help them understand their child's learning and the progress they are making better. The headteacher has plans in place to involve stakeholders in reviewing the school's approach to homework.
- The school benefits from an active Parent Council who are keen to support. They lead a range of fundraising activities to purchase resources that support children's learning and enhance their experiences. They plan events that provide social opportunities for children. The Parent Council appreciate the consultative approach the leadership team are taking when making changes to the school.

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

- The health and wellbeing of all children underpins strongly the work of all staff. School leaders and staff are highly aware of the need to take account of the holistic wellbeing needs of children. Staff have very positive relationships and interactions with children. This results in a supportive culture and ethos, where children feel confident and safe. Children use wellbeing indicators each term to evaluate and discuss how they are feeling and what they need to do to improve. As a result, children have a strong understanding of their own wellbeing and what they need to do to be safe and healthy. Staff support children particularly well to gain a thorough understanding of how wellbeing affects their emotions. Children can identify a range of strategies to use if they feel anxious, worried or upset.
- Staff are working well together to review and refresh the health and wellbeing curriculum across the school. Their positive progress means that children are benefiting from relevant and engaging lessons and activities across a broad range of health and wellbeing themes. Children at all stages can discuss confidently a variety of factors that contribute to positive wellbeing. They understand the importance of physical activity, healthy eating, road safety and responsible use of digital technology and social media. Overall, children have very positive attitudes towards physical activity and fitness through a wide range of activities. They participate enthusiastically in physical education, clubs and activities such as athletics, football, netball, walking and cross country running.
- Staff have a very good understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. The school's approaches to child protection, safeguarding and meeting the additional support needs of learners are firmly embedded in legislation and national guidance.
- Overall, attendance is in line with the local authority attendance figures. Attendance for children in SIMD 3 to 10 is above the local authority average. Senior leaders are now scrutinising attendance more closely to identify any negative patterns. Where children have persistent absence of 10% or more, they deploy effective interventions and support to improve children's attendance. Increased partnership working with families is resulting in improved attendance for the majority of this targeted group.
- Staff use a very well-established staged approach to provide successful, targeted interventions for children who have additional needs. Their interventions are focused, very well planned and bespoke to the individual needs of each child. Staff set appropriate targets for individual children, and these are agreed with parents at regular planning and review meetings. Staff involve children and parents in evaluating the effectiveness of strategies, resources and techniques. This is successfully helping all children who require additional support to achieve success.

- Staff identify and support children who may face particular barriers to their learning very well, including those who may be disadvantaged because of poverty. Strong partnership working between school staff and a range of other agencies and specialists is resulting in positive outcomes for children. Staff work collaboratively with allied health professionals, play therapists, counsellors and educational psychologists to provide bespoke support for children. This is helping to ensure that the needs of children who require extra support are met very well.
- The school has a caring and wholly inclusive ethos. Children who spend most of their time in the supported classes retain valuable links with their friends and peers in mainstream classes. Children from the supported and mainstream classes participate together in aspects of the curriculum, such as in physical education, where this is appropriate. As a result, children across the school have a very good understanding of equality and diversity. They are proud and very supportive of each other. They celebrate their differences and uniqueness as individuals at assemblies, by raising funds for charities and in their day-to-day interactions with each other.
- Older children learn about diversity, equality and the plights of others through relevant topics and novel studies. The school has a long-standing partnership with a local independent school for children and young people with complex needs. Children from both schools enjoy reading together, and children from Robert Owen Memorial Primary School support their friends to work towards a national literacy award. Children can articulate the key skills they are learning and applying through this worthwhile partnership. This includes their ability to communicate with and recognise the needs of others; and to demonstrate empathy and have the confidence to challenge discrimination if they should encounter it. Senior leaders have appropriate plans in place to continue to extend children's awareness and understanding of a wider range of protected characteristics.
- School leaders and staff have implemented very effective approaches to promote positive relationships and to address any disruptive behaviours that children display. Senior leaders and teachers have worked with children and parents to develop a comprehensive policy for promoting positive behaviour. There is a clear, shared understanding across the staff team on the most effective way to build children's resilience and confidence. All staff praise children regularly throughout the day for their efforts and positive attitudes. Staff take every opportunity to highlight positive behaviours and achievements. As a result, the learning environment in all classes is positive, supportive and nurturing for children.
- Teachers and support staff have benefited from in-depth training as part of the local authority's initiative, 'Promoting Positive Relationships and Understanding Distressed Behaviour'. The impact of this professional learning is demonstrated in almost all children's abilities to manage their anxieties and to self-regulate their behaviours. Staff use the theory of attachment and effective trauma-informed approaches to ensure they have consistent and calm interactions with all children, including those who may become distressed. Children know they have adults they can talk to if they have concerns or if they need help. Children who may require some extra help to regulate their emotions benefit from interventions such as counselling, nurture sessions and daily check-ins. This additional support creates a helpful and positive ethos. Children and staff speak about the significant impact these supports have on improving children's anxiety and emotional wellbeing. Staff monitor the impact of interventions routinely to ensure these are benefiting children. As a result, the social and emotional wellbeing needs of children are met very well through a range of planned interventions and nurture-focused activities. All children benefit from the calm and purposeful learning environments across the school.

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 English and numeracy and mathematics is good. In June 2023 most children at P1, P4 and P7 attained nationally expected levels of attainment in literacy and numeracy. Most children, who require additional support with their learning, are making good progress from prior levels of attainment.

Attainment in literacy and English

- Overall, most children's progress in literacy and English is good. A few children working at first and second levels are making very good progress in writing.

Listening and talking

- Most children at early level ask appropriate questions, particularly when they need support to complete a task. At first level, most children contribute ideas and opinions appropriately during group discussions. They have a good understanding of the importance of non-verbal listening skills such as eye-contact and facial expressions. At second level, most children offer points of view important to them and show respect for others with differing opinions. Most children at second level can build on the ideas of others effectively by using questions or offering additional information. At first and second levels, most children would benefit from increased opportunities to present more formally to wider audiences.

Reading

- Most children at early level identify their favourite character in a story. They use their knowledge of sounds to read simple words. Most children at first level use a range of strategies to decode unfamiliar words. They read a familiar text aloud clearly, with the majority using their understanding of punctuation to read with expression. Most children at second level describe the plot of a story well. Almost all children at second level say they enjoy reading a range of fiction for personal enjoyment. They justify with detail the reasons for their preferred genre. Children at first and second levels should continue to read across a wide range of contexts.

Writing

- At early level, most children write letters legibly with confidence and write a sentence to describe a picture. Most children use their own ideas creatively to create texts of interest to the reader. They plan their writing well, ensuring ideas follow in a logical order. Most children at second level use sentence structure effectively to produce texts which make sense to the reader. They use a range of spelling strategies to ensure words are mostly spelt correctly. Most children use paragraphs well to structure their writing to separate ideas or context. At first and second levels, children should continue to apply writing skills across all areas of the curriculum.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. At each stage, a few children are exceeding national expectations.

Number, money and measure

- Most children at early level recall accurately the number sequence 0 to 20 forwards and backwards, using accurately the language before, after, and in between. Most children identify all coins to £2. At first level, most children count forward and backwards in 2s, 5s, 10s, and 100s with confidence. They use coins and notes to make £20 and demonstrate awareness of how goods are paid for using cards and digital technology. At second level, most children round numbers to the nearest 1000, 10,000 and 100,000. They use multiplication and division facts to carry out money calculations. Most children calculate a simple percentage of a quantity and use this knowledge to solve problems in everyday contexts. Children are not confident when working with equivalent forms of common fractions, decimal fractions, and percentages to solve problems. The planned development of mental maths strategies for all children should improve speed and accuracy.

Shape, position and movement

- At early level, most children recognise, describe and sort two-dimensional shapes and three-dimensional (3D) objects confidently according to various criteria. At first and second levels, most children use accurately mathematical language to describe the properties of a range of 3D objects.

Information handling

- At early level, most children use knowledge of colour, shape and size to match and sort items in a variety of ways. At first level, most children select and use the most appropriate way to gather and sort data for a given purpose. At second level, most children collect, organise and display data accurately in a variety of ways, selecting the most appropriate format for displaying data. A next step for children at first and second levels would be to use digital technology to create and display data in a range of graphs and charts.

Attainment over time

- Overall, children's attainment in recent years is good. Teachers use national Benchmarks effectively, along with valid assessment data, to make judgements about children's progress and attainment. Senior leaders should continue to provide staff with opportunities to engage with the moderation cycle to support increasingly accurate professional judgements.
- Senior leaders monitor and track attainment in literacy and numeracy using a wide range of assessment information effectively. They work very well with teachers to discuss the progress and attainment of individuals, groups and cohorts, identifying accurately specific gaps in children's learning. The school uses PEF appropriately to fund interventions for children who are not on track. These interventions are improving children's reading and writing, particularly for children in SIMD 2. Over the past three years, the attainment gap in reading and writing has continued to close and is now below the local authority average.

Overall quality of learners' achievements

- Children's successes, achievements and efforts are celebrated through recognition certificates and stickers linked to the four capacities. These are shared within the classroom, at weekly assemblies and through social media and newsletters. Children are very proud of their achievements such as helping others and making responsible choices.
- Staff use an achievement grid to identify children who are at risk of missing out. As a next step, senior leaders should support staff to link children's achievements with the newly introduced

local authority skills framework. This should support staff to identify how well children are making progress in developing skills for life, learning and work.

- Most children participate in a variety of leadership groups and activities. Children demonstrate their leadership skills through setting up and running lunchtime clubs, contributing to school assemblies, and taking on roles within school committees such as pupil council. House captains and vice captains undertake learning walks with senior leaders with a focus on improving children's experiences in the school. This supports them to develop their skills as effective contributors and identify improvements across the school.

Equity for all learners

- All staff have a strong understanding of the range of barriers to children's learning and the socio-economic circumstances of children and their families. Teachers have used professional learning well to improve data analysis and plan for children's needs. Senior leaders ensure all staff are aware of key issues which may affect children's progress. Senior leaders and staff evidence clearly the impact of interventions on the progress of children experiencing barriers to their learning.
- Senior leaders carried out a whole school audit of the impact of the cost of the school day. They introduced supports such as the pop-up shop to donate costumes for Halloween and World Book Day. This supports children and families to participate in school events without additional costs. In addition, parents can access pre-loved uniforms. This supports the school's commitment to sustainability through recycling and poverty proofing activities within the school.
- All staff, parents and pupils were consulted on the Pupil Equity participatory budget through surveys and focus groups. The feedback identified support with the cost of trips, residential trips, and school resources. This ensures all children access school trips alongside their peers. Senior leaders use PEF well to provide additional staffing for nurture and learning interventions. Staff have developed strong relationships with parents and provide targeted and effective support to address family wellbeing issues. These interventions are resulting in improved attainment and wellbeing for identified children. Staff use social media channels effectively to signpost families to helpful sources of support.

Context

Robert Owen Memorial Primary School hosts a specialist provision locally known as supported classes. An acting deputy headteacher has recently been appointed to oversee the work of the supported classes. This coincides with the recent appointment of a permanent headteacher for the school and supported classes.

Thirty-one children attend the supported classes across four classrooms. All children have a range and complexity of additional support needs. They are selected for attendance at the supported classes through a local authority assessment. The local authority provides transport for children in agreement with parents. A few parents transport their child to and from school each day.

PEF is allocated at a whole school level. Children from the supported classes can access PEF interventions in the same way as children located in mainstream classes.

Leadership of change

- Senior leaders are highly-effective and establishing a culture that promotes strategic improvement across the supported classes. Teachers within supported learning classes work well within their team to develop practice that meets the needs of most children. For example, teachers support professional learning on effective use of a digital tracking and monitoring system. This is helping teachers consider the progress children make in learning and beginning to influence planning approaches. At whole school level, teachers contribute effectively to the school's digital strategy, including supporting an inclusive digital skills club. This is providing children from supported classes opportunities to learn alongside mainstream peers.
- As recently appointed senior leaders to the school, the headteacher and acting deputy headteacher have taken time to learn about the strengths and areas for development of the supported classes. In doing so, they have built positive relationships with children and staff and identified accurately where action is required to improve outcomes for children. Senior leaders should continue with plans to refresh the rationale for the curriculum in line with the increasingly complex needs of children attending the supported classes. This will help teachers to develop programmes of learning that support better progression across stages. This can also improve and develop children's communication progressively over time. Staff should develop improvement planning further to identify how priorities result in improved and measurable outcomes for children in the supported classes.

Learning, teaching and assessment

- All staff provide children with supportive and positive learning environments. They understand the needs of most children well and apply effective nurturing approaches. This ensures that most children interact well with staff during class activities. Teachers provide the majority of children with appropriately challenging learning activities. They deliver activities that are enjoyable, interesting and effective. This includes using a range of digital technologies, the outdoors and class-based learning. Teachers should continue with their plans to develop approaches to ensure that all children in class benefit from appropriately challenging tasks. This also includes supporting children who require significant support to make progress and those who could extend their learning further.
- The majority of staff use communication approaches well for individual children. They use symbols and communication aids to help children communicate effectively during activities. A minority of children would benefit from more consistent application of digital communication tools and signing to help them develop more independence when in school. Senior leaders and staff should continue with their plans to develop communication approaches across the

supported classes. They should ensure there is progression in how children develop their communication skills as they grow and develop.

- Most children at the school are supported well by staff to regulate their emotions, in line with their additional support needs. The local authority provides useful support and training to help staff develop their approaches to deescalate the potential of anxious or distressed behaviours. Overall, staff's application of approaches to deescalation are having a positive impact on most learners. Staff work well to ensure that most children have sustained periods of the school day where they are settled and involved in class activities. They use their knowledge of children well to make adaptations in class spaces or for children's learning experiences. As planned, senior leaders and the local authority should identify what additional training staff may require to meet the needs of supported classes.
- Teachers use an appropriate range of assessment approaches well to help them understand the progress children make with learning. They should now work with senior leaders to ensure they have appropriate opportunities across the year to moderate assessment evidence with teachers in and beyond the school. This will support increasingly valid and reliable professional judgements. Teachers plan well over different timescales and ensure that almost all children experience learning across all curricular areas. They should now develop further their approaches to planning individualised education programmes. Teachers should also plan how specific skills will be taught and how staff will measure the impact individualised programmes have on children's progress.

Ensuring wellbeing, equality and inclusion

- Most children in supported classes feel safe in school. They improve their wellbeing and experience a high level of understanding, care and support. Children benefit from nurturing approaches which result in most building positive relationships and learning about their emotions. They know the adults who can support them and seek help where needed. Almost all children are included very well in school life, appropriate to their additional support needs. They are supported effectively by staff to achieve success when participating in school activities. A minority of children accept opportunities to contribute to school life including membership of pupil leadership groups and lunch time clubs. They feel valued and respected.
- Senior leaders and staff continue to have regular communication with parents to address any barriers to learning and attendance. They ensure all children have a statutory child's plan that includes targeted interventions following an assessment of wellbeing needs. This ensures that most children receive the right support at the right time. As a result of this support, most children improve their outcomes including sustaining positive patterns of attendance. A few children require more support to increase and improve attendance rates. As planned, senior leaders should continue to increase the frequency of review meetings to plan next steps for children's learning. They should continue with their plans to improve approaches to chronologies in line with national guidance.
- Senior leaders have taken positive steps to review regularly children who are on part-time timetables. They are proactive, linking with the local authority, to identify learning environments that can support identified children to continue to increase their time towards the recommended hours. Senior leaders should continue to record carefully, monitor and increase children's time in school as soon as possible.

Raising attainment and achievement

- All children in supported classes have a range and complexity of additional support needs, predominately relating to language and communication. The majority of children, make appropriate progress from prior levels in literacy and numeracy. A minority of children make good or very good progress.
- Most children develop their communication skills well, showing progress from prior levels. This includes children improving their attention skills which is helping them respond to adults and other children appropriately. They express their views and will explain or make clear their choices using appropriate communication resources. A minority of children need more support to improve their communication skills further. For example, to interact, take turns or share resources. The majority of children develop their reading skills well. A few children develop their reading skills very well and read texts for learning and for pleasure independently. Senior leaders should continue with plans to improve attainment in writing.
- Most children are developing their numeracy and mathematics skills well. They use these skills accurately in a range of contexts. Children working at pre-early CfE levels use materials or objects to begin the skill of counting and understand the words before and after. Children working within nationally expected levels, complete calculations correctly using the four operations. They develop well their understanding of the sequence of events across the school day.
- Data and information provided by the school illustrates that most children make good progress in learning across the curriculum and in achieving individualised targets. Senior leaders and staff should continue to build upon their positive start to strengthening tracking systems. This includes continuing to support teachers to build their confidence in making professional judgements about how well children progress in learning.
- Senior leaders and staff have a robust understanding of the additional support needs and socio-economic backgrounds of children and their families. They provide equitable and useful support to almost all children and their families. Senior leaders are working closely with the local authority to ensure all children who experience poverty receive the right support to experience success at school. This includes discussions about using PEF to reduce inequity to address the poverty related attainment gap.

Practice worth sharing more widely

Developing a Relationships Pathway with Stakeholders

The newly appointed headteacher worked quickly with all stakeholders to develop a clear and consistent approach to improving behaviour and relationships across the school. Using local authority policies and guidance, staff developed a context specific approach as part of their Promoting Positive Behaviour school policy.

Using feedback from children and staff, the headteacher worked with all stakeholders to agree a consistent approach to celebrating success and promoting positive relationships. She used the school values, local authority policies, the school's emotional literacy programme, learning from the United Nations Convention on the Rights of the Child and existing school charters to ensure everyone was clear on their rights, responsibilities and expectations.

To support the consistent implementation of the policy, a clear flowchart was developed to help everyone understand the strategies and approaches used if anyone required support. Front facing infographics were developed to support children to understand what they should expect from each other and from adults to help them experience success. In addition, staff understood how senior leaders would provide support to both children and the staff team.

Expectations and clear steps were shared with children, staff and parents to ensure consistency of approach. Furthermore, all staff have equal responsibility to support all children to engage positively and experience success within this area. As a result of this important focus, children, parents and staff reported transformed behaviour and improved relationships across the school.

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.