

# Summarised inspection findings

**Newington Primary School and Nursery Class**

Dumfries and Galloway Council

14 January 2020

## Key contextual information

Newington Primary School and Nursery Class is a non-denominational school situated in the town of Annan. Currently the school has a roll of 366 children across 14 classes and a nursery class with 48 children. The nursery class has recently moved to providing 1140 hours. There have been significant changes to the nursery staff team. The school has one of the local authority learning zones for children with complex additional support needs. 11 children currently attend the learning zone.

### 1.3 Leadership of change

**satisfactory**

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

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

- Newington Primary School is a school at the heart of its community. The headteacher shows a strong commitment to children and families and the school's standing within the community. He is extremely proud of the school, its achievements and is highly regarded by parents and staff. The established staff team know the community well. They contribute effectively to the life and ethos of the school. For example, through providing a wide range of after school clubs.
- The current vision statement is displayed throughout the school. Senior leaders and staff plan to review the current vision, values and aims. As planned, they should ensure this refreshed vision, values and aims take account of the unique context of the school and the community it serves and links with the current work on children's rights. All future developments should be underpinned by this refreshed, clear, aspirational and shared vision for Newington Primary School.
- Senior leaders have worked well with staff to develop a clear and structured curriculum overview to ensure all children access a broad general education (BGE). Teachers are now ready to engage in an increasing range of professional learning to support their understanding of highly effective learning and teaching. There is now a need to focus on pedagogy, alongside the existing curriculum frameworks to support teachers to provide consistently high quality learning experiences.
- Senior leaders are not yet formally monitoring the quality of learning and teaching and do not have robust approaches to quality assurance. They need to engage in more regular professional dialogue with teachers about features of highly effective practice.
- Senior leaders have identified correctly the need to introduce a system to monitor and track children's progress. They should review current approaches to gathering teacher professional judgements on children's achievement of a level alongside this change. They also need to ensure monitoring and tracking meetings focus on raising attainment for all children whilst closing the attainment gap. Senior leaders should record these meetings and include clear next steps and action points.

- A few teachers have undertaken small test of change projects and a majority have been involved in introducing new curricular programmes. Building on this positive start, senior leaders need to engage all staff in regular self-evaluation to help identify clear areas for development that meet the needs of the school and its community. Teachers now need to engage in professional enquiry, increased moderation activity and professional learning to support this work.
- A few teachers lead aspects of curriculum development linked to their own interests and talents. As part of this, they deliver effective lessons to children across all stages. Commendably, the headteacher has protected time for almost all teachers to learn from these colleagues. As a result, teachers are improving further their practice in these areas.
- Children have meaningful opportunities to contribute to the life of the school through the positive development of recently introduced learner participation groups. They value the chance to be involved in improving aspects of school life. It is too early to assess the impact of their contribution on school improvement. Senior leaders should continue to identify ways for children to become involved in evaluating the work of the school and contributing to school improvement.
- Senior leaders identify school improvement priorities and share these with staff and parents. Throughout the year, data from a range of standardised assessments identify aspects of the curriculum requiring development. As a result, additional areas for development that are not included in the School Improvement Plan (SIP) are being prioritised. With staff, senior leaders need to review their approaches to self-evaluation to ensure the correct areas for development are included in the SIP. They should have a strong focus on improving children's experiences and raising their attainment. It will be important to fully involve all staff, partners, children and families in this process.
- Senior leaders have a significant teaching commitment. They are proactive in introducing new approaches in their own classrooms. They share this practice effectively with colleagues across the school. Overall, senior leaders need to review their remits and have a more strategic approach to school improvement.
- Staff are implementing effectively plans for Pupil Equity Funding (PEF). Senior leaders need to ensure approaches to tracking and monitoring identifies potential barriers to learning and any attainment gaps. They need to monitor and gather robust evidence on the impact of these plans on improving outcomes for children.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and children ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff have created a positive ethos throughout the school and a supportive culture which helps children to feel valued. This is an important strength. As a result, almost all children behave well. They are kind, caring and well mannered. Senior leaders have laid effective foundations on which to develop school values. Staff, children and parents are in a strong position to play a key role in this development. The school is at the early stages of doing this using the United Nations Convention on the Rights of the Child as a framework.
- The school has recently taken positive action to seek and act on children's views. All children contribute to the life of the school through a wide range of opportunities for learner participation.
- All children listen carefully to their teachers and engage positively in well-organised learning activities. Most children interact effectively with each other when given the opportunity to work collaboratively with their peers. All teachers give clear explanations and instructions to children. Most children describe clearly tasks they are given. Most teachers share the purpose of lessons and make clear links to prior learning.
- Teachers' approaches to learning and teaching are consistent across the school. A few teachers give children meaningful opportunities to adopt leadership roles within learning tasks. These children lead successfully aspects of their learning. They take responsibility and are becoming increasingly independent. They are capable of leading their own learning across the curriculum and need more opportunities to do so. As planned, senior leaders should support teachers to have increased confidence to be more creative in the delivery of the curriculum.
- In effective practice, teachers provide children with meaningful opportunities to identify what success looks like and review their learning. These children engage successfully in self and peer assessment activities. All teachers are well placed to involve children regularly in discussions about how to be successful. The majority of children would benefit from more opportunity and support from staff to evaluate their learning. Most children talk knowledgeably about the activities they are engaged in. They are less able to identify the skills they are developing or how to build on them. The school should consider ways to build on feedback so that children know what they need to do to improve.
- Most children would benefit from more planned differentiation in teaching and subsequent learning activities, to meet their needs. The pace of progress in learning for the highest attaining children is too slow at times due to whole class lessons. Teachers should increase the pace of learning for these children to provide further challenge and raise attainment. A few teachers use a range of strategies successfully to motivate children ensuring learning is relevant and interesting.

- In all lessons, teachers use questioning effectively to check for children's recall of knowledge and understanding. In a few examples, teachers' questioning supports the development of children's higher order thinking skills. Teachers should share effective practice to make further progress in developing their questioning to deepen children's learning.
- All teachers use interactive whiteboards effectively, providing a focus for direct teaching and consolidation of learning. Senior leaders should consider how to support teachers to integrate the use of digital technology to enhance learning and teaching. Teachers should increase opportunities for children to develop their learning and digital skills across all curriculum areas. Children's skills for learning, life and work will develop progressively across learning as a result of this focus. Children would benefit from opportunities to transfer and apply their learning in new and unfamiliar situations.
- Senior leaders make effective use of standardised assessment information and discussions with teachers to plan targeted interventions in literacy and numeracy in order to raise attainment. They should now broaden the range of assessment evidence used to inform teachers' professional judgements. Teachers are beginning to recognise the value of developing further planned activities which draw on learning in several curricular areas to support assessment. They should use information from these assessments to support robust teacher judgements about children's progress.
- Most teachers are developing a shared understanding of achievement of a level. All teachers moderate children's writing and numeracy and mathematics within school and across the cluster. They are involved in moderation activities to help agree standards and when planning learning and teaching. Teachers should continue to extend their understanding of progress within a level, developing further their use of National Benchmarks in all curricular areas. Teachers should ensure that further moderation of planning is an integral part of learning and teaching to support them to make confident judgements about children's progress and increase opportunities for professional dialogue. It is important that teachers identify appropriate evidence on which to base professional judgements. This should show breadth, challenge and application of children's learning effectively and consistently across all areas of learning. Senior leaders should undertake a strategic review of the use of assessment to ensure its effectiveness in meeting the needs of all children.
- Senior leaders and teachers gather a range of information to track and monitor individual children's progress. As a result, they can talk well about the progress of individual children.

## 2.2 Curriculum: Learning pathways

- Teachers have created a structured curriculum overview for learning to be covered at each stage. Experiences and outcomes form the basis of planning for this framework. This ensures all children receive their full entitlement to a BGE. Senior leaders, staff, children and parents should now revisit this strong foundation and plan opportunities for children to influence the learning contexts and ensure greater relevance, personalisation and choice.
- Teachers have developed well-established curricular programmes linked to National Benchmarks for all curriculum areas. Teachers use these curricular programmes effectively to support planning and build successfully on children's prior knowledge-based learning and ensure coverage of experiences and outcomes. Teachers should continue to develop their use to plan, track, monitor and assess children's progress in learning. They need to ensure appropriate progression for all and place assessment at the heart of learning and teaching. Teachers should continue to develop an agreed understanding of standards and expectations, raise expectations and achieve consistently high standards for children's progress and attainment.
- The school should continue to develop its approaches to interdisciplinary learning. Across the school, children benefit from opportunities to apply their literacy skills across the curriculum. Staff should build on this, developing a collegiate understanding of how children can make natural, relevant and meaningful links across their learning. Children need more opportunity to apply skills and knowledge confidently within an interdisciplinary or unfamiliar context.
- Teachers have benefited from the clear curriculum overview and guidance. Working together, teachers should now streamline this guidance into flexible, progression pathways which are more relevant and meaningful to children in relation to their own experiences, needs and interests. A refreshed curriculum rationale will support staff in delivering a curriculum that reflects the unique context of the school.

## 2.7 Partnerships: Impact on children – parental engagement

- Teachers provide parents with a number of valuable opportunities to develop their understanding of their child's learning. They lead curriculum workshops linked to both mathematics and learning in P1 to help parents develop an understanding of their approaches to learning and teaching. In addition, they recently introduced 'maths workbooks' to help parents identify ways to support their child at home with numeracy and mathematics. Teachers should continue to develop new approaches to engage parents regularly in their child's learning.
- Parents are well-informed of the work of the school through newsletters and the school's website. Following feedback from parents, the school recently introduced a school app which has been well-received. The school also benefits from a supportive Parent Council which is well-informed on school matters. The headteacher consults the Parent Council effectively on a number of areas for development including the school improvement plan and use of PEF.
- Most parents feel they receive helpful feedback on children's progress and get advice on how to support their child at home. Most parents said that they receive information about their child's progress at the right time. The school reports offer helpful comment on how well children are progressing through Curriculum for Excellence levels and outline each child's strengths and next steps for their learning. Parents' evenings are well attended and provide informative opportunities for parents to meet with staff to discuss their child's progress and next steps in learning.

## 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

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 children to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children's wellbeing at Newington Primary School is a clear focus for the whole staff team through them taking part in regular activities within the school and the wider community. Children are developing an understanding of their wellbeing and how to make good choices for life. Children evaluate their wellbeing regularly using a variety of tools including wellbeing webs and questionnaires. Staff and children identify any perceived challenges in relation to wellbeing. Children are supported both in and beyond the classroom to overcome these challenges.
- Almost all children discuss their wellbeing, making reference to the wellbeing indicators. They articulate the meaning and importance of feeling safe, healthy, active, nurtured, achieving, respected, responsible and included. Children take pride in a range of attractive wall displays around the school which highlight the importance of wellbeing to the whole school community.
- Almost all children feel happy and safe in school. They feel confident in sharing any wellbeing concerns with staff. They know who to go to when they have worries or concerns. Staff plan to use children's rights as a basis for a new relationships policy. Staff should now consider how this development will focus on learning about protected characteristics and discrimination. The school should also ensure this work includes consultation with parents, children, and staff as well as a range of partners.
- A progressive learning pathway supports children across the school to learn how to be safe online. Children talk confidently about this aspect of their learning and identify adults they can talk to if they are worried or upset.
- The recently established learner participation groups are beginning to provide children with opportunities to lead on a variety of aspects of school life and contribute to their own wellbeing and the wellbeing of others. Children need to lead on developing further their wellbeing, including, for example, in the development of the playground area.
- Children participate in activities which promote their wellbeing, increase their self-confidence and give them a real sense of pride and belonging. Senior leaders need to track wider achievement accurately to identify those children who are not yet participating fully in the wider aspects of school life.
- Children who require targeted additional support benefit from a range of interventions to support their learning. Children's plans outline their needs and targets to support their next steps. Teachers are made aware of children's needs and how to support them. The school should now review the balance of support for children, particularly where this is provided through extraction. Increased support in class will ensure children are not missing out on valuable learning time with their peers.

- Almost all children with additional support needs are supported and included in all aspects of school, including wider achievement. Children with additional support needs are sensitively supported by Pupil Support Assistants in classes to ensure that their needs are met. Children value this support. The senior leadership team should ensure that teachers, children and parents are involved fully in regular reviews of targets and next steps secure improved outcomes for children. Children's progress should be carefully tracked and evaluated to ensure interventions have a positive impact.
- Staff develop their own knowledge and skills, taking account of local policies, procedures and national guidance to ensure that they are fully aware of their statutory duties. The school meets its requirement to provide almost all children with two hours of quality physical education per week. A few children in the Learning Zone do not yet access their entitlement to this. This strong practice is impacting positively on children's wellbeing.
- Children learn about, and celebrate a range of cultures and faiths. Teachers should ensure children learn about discrimination and how to challenge this. Children need a broader understanding and appreciation of the wider world including opportunities to discuss and explore diversity and difference regularly.
- The headteacher and staff provide timely support for children and families who need it. Ongoing work on the cost of the school day identifies potential barriers to participation. The school continues to develop strategies to support families and improve outcomes for children facing challenges. This includes the most disadvantaged children and those children facing barriers to their learning and achievement. Children benefit from the early morning homework drop in for support and access to Information and Communications Technology (ICT).

### 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all children. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate children's 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 children's achievement
- equity for all children

#### Overall attainment in literacy and numeracy

- The overall quality of children's attainment in literacy and English and numeracy and mathematics is good.
- Data provided by the school for session 2018/19 shows that most children in P1 and P4 achieved expected Curriculum for Excellence (CfE) levels in literacy and numeracy. Almost all children in P7 achieved the expected CfE levels in literacy and numeracy. The Inspection Team agreed with teachers' professional judgements for achievement of a level at early and first levels. Professional judgements at second level are not always accurate.

#### Literacy and English

- Overall attainment in literacy is good. Most children are making progress to achieve the appropriate levels. A few children are not achieving expected levels.

#### Listening and Talking

- Overall, attainment in listening and talking is good. At early level, most children respond relevantly to a range of questions. They recount experiences in a logical order and share ideas with a wider audience. At first level, most children listen and respond appropriately to others in a respectful way. They build well on the ideas of their peers. Children at this level, do not always listen well or contribute at appropriate times. At second level, most children communicate clearly, audibly and with expression. They contribute a number of relevant ideas and build well on the responses of others. Children now need to develop their listening and talking skills across a range of experiences to increase their confidence.

#### Reading

- Overall, attainment in reading is good. At early level, most children read aloud familiar texts with attention to simple punctuation. They use their knowledge of sight vocabulary to read familiar words and answer questions well to help predict what will happen next. At first level, most children explain preferences for a particular text or author and read aloud familiar texts adding expression. They identify the main idea and answer literal questions relating to what they read. They need to develop a deeper understanding of different texts. At second level, most children read fluently and with appropriate expression. They explain simple preferences and make relevant comments relating to characters and setting with reference to the text. Children need to develop a range of reading strategies to help their understanding of aspects of the writers' style.

## Writing

- Overall, attainment in writing is good. At early level, most children form lower case letters legibly and attempt to use capital letters and full stops. They write to convey ideas and information reflecting on their own experiences. At first level, most children make notes to help them plan writing and engage well to create a variety of texts. They write independently punctuating appropriately and link sentences using common conjunctions. At second level, most children are beginning to use appropriate style and format across a range of genre. Children need to increase how they use different types and lengths of sentences to improve the quality of their writing and enable them to write at length. Most children are beginning to review and correct their writing to ensure it makes sense.

## Numeracy and Mathematics

- Overall, children's attainment in numeracy and mathematics is good. Most children are making appropriate progress.

### Number, money, measure

- At early level, most children count forwards and backwards from a given number up to 20. They add and subtract mentally to ten. Most apply addition and subtraction skills to pay for items up to 10p using correct coins. At first level, most children add and subtract mentally within 100. Most children use addition and subtraction skills to solve problems involving three-digit whole numbers. They understand the relationship between multiplication, division and simple fractions. At second level, most children multiply and divide decimal fractions by ten, 100 and 1,000. They have a sound understanding of the relationship between fractions, decimal fractions and percentages and calculate the percentage of a quantity. Across the school, children are not yet experienced enough in applying their numeracy skills.

### Shape, position and movement

- At early level, most children recognise 2D shapes and 3D objects and copy simple patterns. They understand and use language of position and direction. At first level, most children name and discuss the properties of simple 2D shapes and 3D objects. They identify, describe and create symmetrical pictures with one line of symmetry. At second level, most children use appropriate mathematical language to describe and classify a range of angles. They plot and describe accurately the location of a point on a grid. At this stage, children are not yet confident in applying their knowledge of angles to measure and draw different types of angles accurately.

### Information handling

- At early level, most children collate and display data well. At first level, most children collate information accurately using tally marks and display it appropriately. At second level, most children recall previous learning on information handling and speak confidently about how they collect, organise and display data in a variety of ways. At this stage, children need to make effective use of technology when creating graphs and gain further skills in analysis and interpretation of data.

### Attainment over time

- The school have available attainment data for the previous three years based on a range of summative and standardised assessments. Senior leaders should develop further their strategic overview of attainment to ensure data is gathered and used at class, stage and school level. They have rightly identified the need to develop a school wide approach to tracking children's progress. Senior leaders should now review the use of all available data across the school to develop a strategic and accurate overview of the attainment and progress of children over time. This will also help them to identify trends in children's

performance over time. Senior leaders and staff are not yet gathering data on children's progress across all curricular areas.

### **Overall quality of children's achievements**

- Staff and children celebrate achievements regularly through assemblies and wall displays. Almost all children participate in a variety of cluster events and festivals and achieve a range of skills as a result. Commendably, children represent the school regularly at a wide range of local and national sporting competitions with great success. The school has gained its Gold Award in the SportScotland Award scheme. All children are developing leadership skills through learner participation. Teachers are not yet tracking children's participation to ensure all children are included in the range of activities on offer. They should also develop children's awareness of the skills they are gaining both within and out of school.

### **Equity for all children**

- All staff have a shared understanding of the socio-economic background of their school community. The headteacher has used PEF to increase and target support for children in literacy and numeracy which has a positive impact on individuals. This information is monitored regularly to examine the impact of different interventions on the learning of individual children. The school should now begin to track the progress of groups of children more systematically. This will help them to ensure that the various interventions are impacting positively on children's attainment.

### Choice of QI: 3.3 Creativity and Employability

- Creativity skills
- Digital Innovation
- Digital literacy
- Increasing employability skills

- Almost all children are confident and imaginative. They are articulate and convey their ideas well. When presented with problems, most children work together collaboratively to find solutions.
- Children need to be encouraged to explore challenging ideas more regularly. They are now ready to take more ownership of their learning and make real connections between different aspects of the curriculum. Exploring exciting, real life and unfamiliar contexts for learning will encourage and support innovation, creativity and entrepreneurship. The school has a rich and stimulating local environment and a range of local community partners who could support this work.
- The headteacher has prioritised the development of digital innovation. Effective foundations have been laid to take this forward. All staff have received high quality training on the use of a range of digital technologies. This includes using laptops, PCs, interactive whiteboards and programmable toys to enhance the delivery of the curriculum. Senior leaders and staff should now move forward, as planned to develop the provision of ICT further to ensure digital innovation is enhancing all areas of the curriculum and develops children digital literacy skills.
- All children use technology for a variety of purposes, including research, presentations and exploring areas of the curriculum during their ICT lessons. Their skills are developing as a result of this work. Most children demonstrate successfully skills of problem solving and collaboration.
- Teachers should now consider how best to develop children's understanding of employability and other key skills. They now need to ensure skills for learning, life and work are given a key focus in the school and are embedded creatively into learning and teaching. Teachers should make explicit the skills related to the real world and contexts beyond the classroom.

## Quality of provision of Special Unit

### Context

The Learning Zone (LZ) within Newington Primary School was established in 1996 to meet the needs of children with additional support needs living within the Annandale and Langholm areas of Dumfries and Galloway. At the time of the inspection, there were 11 children, ranging from P1 to P6. Children attend school with their peers in the main areas of the school for a variety of lessons including physical education, art and music.

### Leadership of change

- The principal teacher responsible for the LZ ensures high standards of learning and care for children in the class and provides effective leadership. Staff show commitment to children's learning and share the aims and values of the school. As a result, almost all children in the class are engaged, challenged and happy.
- Well-informed teachers use National Benchmarks and are beginning to use the milestones to assess learning. Most children have complex learning needs and their progress requires tracking that is nuanced and adapted. There is a positive culture where staff's professional learning is encouraged. Within the last year, staff have undertaken a range of professional learning including play skills, Autism Spectrum Disorder awareness and Picture Exchange Communication Systems. Staff have a current understanding of the educational, physical and emotional needs of children.
- The school improvement plan needs to make clearer reference to the development priorities of the LZ. Senior leaders need to ensure key actions identified impact positively on the attainment and achievement of children in the LZ. Teachers should expand the use of digital technology resources and promote digital literacies to enhance further learner's experiences and provide opportunities for children to access skills for the future.

### Learning, teaching and assessment

- Teachers use formative assessment effectively to plan relevant and purposeful lessons built on previous experiences. Staff also take into account the interests and preferences of the children. Children are motivated and engaged through the contexts for learning.
- Teachers plan, set and evaluate effectively long-term goals that inform short-term targets. Well-timed interventions by all staff enable children to work as independently as possible on differentiated tasks. Teachers plan, assess and track learning well. Learning assistants deliver some group work and one to one lessons. Staff should consider the balance of support given to children to access their learning in order to develop their independent learning skills.
- Staff evaluate short-term plans daily which has a positive impact on children's learning. Staff tailor tasks to individual needs as a result. Teachers evaluate children's learning regularly. This supports effective identification of next steps for individual children.
- Teachers work collaboratively to moderate teacher judgements. Senior leaders should now provide opportunities for staff to look outwards and visit similar learning provisions to support them to develop a shared understanding of expectations. They should also develop ways of recording the strategic overview of children's attainment.

- Every child has an effective learning passport, compiled by teachers. Parents and partners contribute to these passports. This supports planning for children as they learn across the school. Children participate well in physical education, ICT, assembly and a few other classes with their peers in the school. Teachers in the school should now begin to monitor children's learning within their lessons. Currently, they do not differentiate enough for children from the LZ.

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

- Overall, teachers take a proactive approach to children's wellbeing. All children are included, engaged and can focus on learning tasks. As a result, almost all make very good progress, with others making good progress.
- The LZ contributes well to the inclusive nature of the school. All staff and children and between the children themselves have positive relationships. Teachers manage challenging interactions sensitively and children show empathy, patience and resilience as a result.
- Teachers outline strategies effectively for overcoming barriers to learning. Teachers record these strategies appropriately in learning passports and individualised education plans (IEPs) which are available for all staff. The documents are current and relevant. Children can better access the curriculum because of these plans. IEPs in the LZ include effective targets under the wellbeing indicators. Teachers meet parents and partners regularly to monitor children's wellbeing. Teachers and partners provide effective additional support where necessary. Parents and partners influence decisions regarding the education of children.
- A few children are not yet able to participate in their mainstream physical education class at the required time. The school needs to increase access to physical education as a priority.
- The whole school, including the LZ, has embedded regular, daily walking. Staff need to link this with other learning activities and to review the purpose and impact of this activity for children.

### **Raising attainment and achievement**

- Almost all children are making very good progress from their prior learning. Most children are working within early level of Curriculum for Excellence. A few children have achieved early level and first level.
- Almost all children's attendance and levels of attainment have improved since being placed in the LZ. Tracking information provided by the school shows that most children make very good progress in literacy and numeracy. They are attaining individual targets and most make good progress across their learning. All children with social, emotional and behavioural needs are able to sustain full days in the LZ and can join their corresponding mainstream class for discrete lessons.
- Across the school, staff offer a variety of afterschool activities and wider achievement opportunities. However, there is limited uptake from the children within the LZ. Senior leaders should consider how to better support and encourage children from the LZ to access and achieve through taking part.

## 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.