# Summarised inspection findings

## Pinkie St Peter's Primary School

East Lothian Council

19 June 2018

# Key contextual information

Pinkie St Peter's Primary School serves the local community of Pinkie in the town of Musselburgh. The school was originally built in 1956 with a large extension completed in August 2016 to include a dance studio, a larger dining room and a gym hall. The school has access to a separate sports pavilion which is also used by the wider Musselburgh community.

At the time of the inspection, the school had a roll of 352 in P1 to P7, with 16 mainstream classes. A number of new staff joined the school at the beginning of the academic session.

From May 2015, Levenhall Nursery School was accommodated within Pinkie St Peter's Primary School under the leadership of the school's headteacher. Since August 2017, the nursery school has been re-designated as Pinkie St Peter's Primary School Nursery Class and provides early learning and childcare for children aged 3 – 5 years.

Significant outdoor space adjacent to the school enhances the learning environment.

Following the inspection, the school and the local authority provided us with additional information and evidence to demonstrate the work of the school. Full account has been taken of this in the evaluations and evidence recorded in this document.

| 1.3 Leadership of change | good |
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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:

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

■ Across the primary stages, staff display a strong commitment to secure positive outcomes for children. They have an awareness of the social, cultural and economic context of the school and subscribe to the school's vision and aims. The school's vision statement takes account of the need to generate a greater sense of ambition. These key messages continue to be revisited with staff and children through in-service, in classroom practice and school assemblies. The school has undertaken a range of approaches reaffirming its vision and values with members of its school community to acknowledge better its local context. Annually, the school is setting itself attainment targets for children as part of its journey to school improvement.

■ The headteacher articulates a very sound understanding of the school's context and, with her senior management team (SMT), offers a clear strategy for school improvement. The headteacher has led the school through a substantial improvement journey over the past four years. Teachers and support assistants share a very clear understanding of their role in meeting the needs of children. There is further scope for staff and parents to be more involved in the school's decision-making processes. Facilitating this will ensure that all perspectives are being equally valued and represented and develop further the school's capacity for improvement.

- In planning for improvement, the school improvement plan (SIP) takes account of the national priorities and the local authority's improvement objectives. Discussions surrounding priorities are undertaken fully with staff and the Parent Council. The school should continue to develop opportunities for all stakeholders, including children and the wider parent body, to become more involved in identifying and developing priorities and more involved in the decisions being made. Staff in the school work well with a wide range of partners to support children's progress.

- The school's standards and quality paper could be more evaluative in reporting on the progress being made, drawing on robust evidence-based analysis which has involved all members of staff, children, parents and other relevant parties. This will help the school in measuring the impact of changes to the curriculum and that of intervention strategies.

- The school has been on a substantial improvement journey working closely with both the Improvement Advisor and Attainment Advisor. Work undertaken on use of driver diagrams and run charts is embedded in the work of the school and used to roll out effective practice. Many staff in the school have lead responsibilities for key development areas including in-school moderation and they are supported individually by the Improvement Advisor to consider approaches that will provide maximum impact. The school should ensure that, where possible, self-evaluation activities have clear agreed measurable outcomes which are then analysed and shared across the school to take forward the improvement agenda.

- SMT weekly meetings are followed by a full staff meeting where decisions and actions are shared. More detailed recording of the rationale for agreed actions may enable all staff to feel more engaged and bring about a more collegiate approach to both decision-making and school improvement.

- Teachers and support staff across the school are reflective and are open to changing and improving practice. The school is outward-looking to practices beyond the school. Staff attending professional learning opportunities are keen to cascade their learning to other colleagues. Staff engage well together and, through collegiate working, are sharing professional expertise. There are clear strengths in the collaborative working of staff and engagement in professional enquiry. Staff clearly value the opportunities they have to work collaboratively. In building capacity across the school, staff not yet involved would benefit professionally from leading aspects of the school's improvement agenda.

- All staff, in line with local authority practice, engage in annual professional review and development. A well-established programme of learning observations, discussions of teachers' forward plans and sampling of children's work, involving a member of the SMT, provides further opportunities for professional reflection. This is complemented by formal and informal peer assessment. Staff meet as part of a planned programme to reflect on approaches to learning, teaching and assessment. Taken together, these are helping to develop a shared understanding of good practice.

- The school gathers a wide range of data in relation to children's wellbeing and development. This information is being used to profile the social and economic context of the school, track individual progress, introduce intervention strategies and identify issues for further development. There is further scope to draw together the key findings to track the progress of individual children and groups.

- Evidence, gathered through discussions with children and parents and pre-inspection questionnaires, indicates that there is a need to improve communication across the school. The school should continue to engage with the Parent Council and the wider parent body in

consultation on improvement priorities, and decisions being made in relation to the allocation of funding.

| 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

■ There is a positive ethos for learning in the school underpinned by the school's vision of 'I think, I can, I will' and a good understanding of the attributes associated with a growth mindset.  Children benefit from highly-positive relationships with staff which support them in their learning.  Most children enjoy their learning and are motivated and enthusiastic.  Generally, children behave well and engage in their learning.

■ Children have opportunities to take responsibility for their school community.  In the pre-inspection questionnaire, the majority of children confirm that staff listen to their views and take them into account.  There are a range of groups and committees where children discuss with confidence and enjoyment their class responsibilities.

■ Children work well individually, and, when given the opportunity, alongside each other in groups.  In a few lessons observed, children were working in pairs or in more cooperative learning situations.  In most classes, children understand what they are learning through learning intentions and success criteria shared by the teacher.  In these lessons, the learning intentions are referred to at different points throughout the lesson.  Children would benefit from more opportunities to co-create success criteria and these criteria being more focused on learning and skills rather than the activity.  This would support more detailed feedback and allow the children to have a better understanding of their own progress and next steps.

■ Children would benefit from increased opportunities to lead and take on greater responsibility for their learning.  This includes more choice and personalisation.  Children respond positively to the oral and written feedback which they receive.  There is scope to increase the opportunities for children to take part in self- and peer-assessment.

■ The overall quality of teaching is good.  Staff plan across the four contexts of the curriculum.  Staff professional learning has raised the profile of outdoor learning which, in turn, will support staff in developing use of the school grounds and adjacent areas.

■ Most teachers provide clear explanations and instructions.  Teachers use questioning to good effect to help children develop their skills in higher-order thinking.  As planned, the school should continue to develop this aspects of children's learning.

■ Across the school, most tasks and activities match most children's learning needs.  While there is evidence of differentiation across the school, there is scope to extend this beyond different tasks to provide greater opportunities for more open-ended learning.  A consistency of approaches to differentiation is needed to ensure appropriate support and challenge for all children.  As planned, the school should continue to review and develop approaches to

enable children to be more active in leading their learning and address those instances where lessons are too teacher-led.

■ The pace of learning in a few lessons needs to be more brisk. In a few lessons observed, too much time is being wasted, for example, with children copying out learning intentions.

■ Staff use digital technology to enhance teaching but there were very few examples of this enriching the children's learning. Children need to be provided with more opportunities to make regular use of digital technologies.

■ Most children feel encouraged by staff to do the best they can. Children at P7 could clearly describe their individual learning targets and why these had been chosen. It is now important to ensure that there is consistency in target-setting across all stages to allow all children the opportunity to link their learning.

■ Overall, there is an appropriate range of assessments and teachers are beginning use them well to identify interventions and support for individual children and groups. A wide range of data has been brought together to provide a comprehensive tracking overview in a support data spreadsheet. This has included the use of data such as the Scottish Index of Multiple Deprivation, Free Meal Entitlement, attendance and standardised assessments.

■ Staff talk with confidence about their approaches to moderation (in-house and across their cluster). These opportunities are well planned and have focused on literacy, numeracy and health and wellbeing. Staff plan appropriate moderation activities, meet children, review evidence and share findings. This is impacting positively on their understanding of children's achievement of a level. In line with local authority policy, staff report the level achieved across all curricular areas. Staff have started to create holistic assessments and should continue to develop their shared understanding of the National Benchmarks.

## 2.2 Curriculum: Learning pathways

■ A recently-developed and introduced East Lothian Council (ELC) curriculum framework is providing teachers with support in the planning of learning and mapping and assessing of children's progress. Learning is being planned across the four contexts: within and out-with the classroom. Developing literacy and numeracy are key drivers of the curriculum. Support programmes for children include targeted literacy and numeracy across all stages with an extensive programme of small literacy and numeracy groups operating four days of the week in twenty minute teaching blocks. We have asked the school to evaluate the impact of this approach.

■ The ELC framework which is linked to the Benchmarks has been received well by teachers as a valuable resource. Teachers are empowered to plan learning to reflect the needs of the different groups of children at an individual class level. In some instances, this involves learning being planned and delivered across classes at the same stage. As staff continue to develop the curriculum, a whole-school tracking of the delivery of the curriculum areas will help to ensure that there is no unnecessary repetition of content and provide clear progression for all children.

■ To support children's learning, the school is developing, for example, links in science with the partner secondary school through joint cluster working.

■ A range of partners enhance children's learning. Experiences, including financial education, are broadening children's knowledge and helping them to develop their skills for learning life and work.

■ The school's campus provides a stimulating environment for outdoor learning.

**2.7 Partnerships: Impact on learners – parental engagement**

■ The school benefits from a highly-supportive Parent Council. Parents support the school with fundraising to enhance the learning opportunities for children. Parents also actively support the life of the school as parent volunteers, helping in classrooms and in accompanying school trips.

■ In addition to the formal school reports on children's progress, the school communicates with parents through a range of media. Newsletters, the school's website and a Parent Council social media page highlight school events, providing parents with information and advance notice of up-coming events. Parents are encouraged to share in their children's learning through learning logs, with invitations to attend pupil-led assemblies as well as social events. Plans are in hand to develop further the use of technology, in particular social media, to engage parents. For example, working with the digital artist in residence, children are developing communication channels with parents and the wider community through a range of social media. This extends to capturing film footage of school events and class blogs.

■ Information gathered through focus groups, and information supplied by those responding to the pre-inspection questionnaire, indicates that the majority of parents are satisfied with the school though would welcome greater involvement. They have highlighted, for example, more information on their child's progress and how they can support their child more in their 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, equity and inclusion | very good |
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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:

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

**Wellbeing**

■ Children spoken to in the course of the inspection are developing positive attitudes and feel that they are making good progress in most aspects of health and wellbeing. Almost all could recall key messages related to making choices that support their wellbeing. Children are developing well their understanding of health issues and are very familiar with the language of the wellbeing indicators. They appreciate how these can help them to understand and reflect on their wellbeing. Children are involved in setting their own health and wellbeing targets but not all are clear on how to achieve these. Almost all children are able to talk confidently about the school's values and how these influence everyday life across the school community.

■ Staff are proactive in building positive relationships with children and their families. Important information about children's health and wellbeing is shared appropriately and is being used effectively to plan positive outcomes for children. Throughout the school, adults and children demonstrate relationships which are supportive, nurturing and caring. Pupil support assistants provide highly effective and sensitive support. They are proactive within the classroom in supporting children and contribute to a safe and purposeful social environment in all areas of the school.

■ Children identify positively with their school and local community. Most children engage well in the life of their school through its model of community leadership.

■ Regular opportunities in class and assemblies are reinforcing the wellbeing indicators. The school is taking forward the United Nations Convention on the Rights of the Child (UNCRC) to enhance further children's understanding of wellbeing and equality.

■ Children, at their own level, demonstrate naturally the school's values in their interactions with peers and adults. Across the school, children are developing a sense of justice and fairness. The school's values are further demonstrated in the way that most children are beginning to engage in restorative approaches. Children are confident that issues which impact on their relationships with others will be dealt with effectively by staff.

■ Staff demonstrate their commitment to ensuring wellbeing and inclusion. For example, they have increased their knowledge and understanding of factors which underpin wellbeing such as nurture principles, mindfulness, trauma and attachment theories.

■ Supported through partnership working, the school is addressing factors impacting on children's learning, and their ability to achieve and socialise. This includes, for example, increasing children's emotional literacy and resilience through the use of puppets and improving motor skills through participation in a movement programme.

- The school works well with partners to access training to improve staff knowledge, confidence and skills in particular areas, for example, outdoor learning and physical education.

**Fulfilment of statutory duties**
- The main duties of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 are being met. The analysis of the menu cycle shows that all standards are being met. The local authority catering service should work with the school to monitor actual uptake of food and drinks. This will help to ensure the energy requirements for children are being achieved and highlight where further work is needed to address plate waste in the dining hall.

**Inclusion and equality**
- The school is prioritising effectively the promotion of social, emotional and mental wellbeing through the work of the nurture class. The highly individualised and very flexible approach taken to supporting identified children is having a positive impact on their readiness to learn. Various interactive strategies are used effectively to tune children into their emotions and those of others and are beginning to impact positively on their emotional literacy and wellbeing. Class teachers work well with support for learning staff to identify children who would benefit from additional support for wellbeing. A comprehensive assessment tool, together with professional judgement, is used very effectively in the nurture class to identify individual targets and to measure progress.

- The extensive school grounds provide a range of learning environments. This is supporting children in their social interactions. Children demonstrate that they appreciate their local environment and the opportunities for physical activity.

- The school has very effective procedures in place to identify and support children with additional support needs. The local authority's Child's Planning Process is used well to consider the needs of children and identify appropriate interventions. Individual Education Plans (IEPs) are being used effectively to record the progress being made by children and inform next steps in their development. The school has started to collate data relating to the attainment of children with additional support needs which will support the school in tracking their progress. Senior leaders are developing approaches to review, use and evaluate this information so that it shows more clearly the impact of the strategies being used to support identified groups of children. The school is using a series of statements against which to assess children's engagement and attitudes to learning. It is important that staff are appropriately trained in this assessment to ensure the robustness of the information being gathered. Issues identified are being supported through the school's use of its Pupil Equity Funding.

- Attendance is monitored and appropriate support is provided to children and families. This is leading to improved patterns of attendance. The school should continue to build on its work to provide effective support to minimise exclusion for children experiencing particular difficulties, including working with partners, when appropriate.

| 3.2 Raising attainment and achievement | good |
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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
- equality for all learners

■ Data provided by the school, which does not include the attainment details of children identified as having significant barriers to learning, shows that overall most children are achieving appropriate Curriculum for Excellence levels in literacy and numeracy across all stages.

■ The school has highlighted improvements in P1, with most children on track to achieve appropriate levels for numeracy and literacy. Overall, children's attainment in literacy and English and in numeracy and mathematics is good.

**Attainment in literacy and English**
■ The introduction of a range of targeted literacy programmes is at the early stages of improving outcomes for identified children and reducing the attainment gap.

**Listening and talking**
■ Overall, across the school, children are making good progress in listening and talking. The majority of children listen and follow instructions well. They listen well and are courteous in group discussions.

■ Most children working towards early level make an attempt to take turns when listening and talking.

■ At P4, most children working towards first level listen and respond appropriately to others in a respectful way. In class, children talk confidently in small groups. Further work is required to assign appropriate roles to support children in group discussion.

■ At P7, most children working towards second level can communicate clearly, audibly and in an animated way. They demonstrate expression during structured talking activities such as presentations and discussions. They are able to ask simple literal and evaluative questions to demonstrate understanding of spoken texts. The majority are able to respond to body language when prompted. The school should develop further children's skills in building on the answers of others based on their own experiences and knowledge.

■ Across the school, teachers should continue to plan more structured opportunities in listening and talking across curriculum areas, to allow children to further develop confidence in talking and using new vocabulary with others in different contexts.

**Reading**

■ Overall, children are making good progress in reading. The majority of children read well for their age and stage.

■ The majority of younger children working towards early level can recognise individual sounds and common words. The school has identified the need to develop further children's phonological awareness. Children apply a number of strategies to decode unfamiliar words and use a range of word recognition strategies independently. They use text and illustrations well to describe the main points of their reading book.

■ At P4, the majority of children working towards first level are becoming fluent readers who show understanding of the text they are reading. They can read aloud familiar pieces of text showing understanding and are beginning to use expression well. The majority can contribute to discussions about events, characters and ideas relevant to texts. They understand the features of fiction and non-fiction texts. Children need further opportunities to develop their skills in asking questions to make sense of text and recognise fact and opinion.

■ At P7, the majority of children working towards second level are confident and fluent readers. They are able to apply a range of reading skills and strategies to read and understand texts, for example skimming, scanning and predicting. Children should be further challenged to provide deeper responses to texts and justify these appropriately with supporting evidence.

**Writing**

■ Overall, children are making good progress in writing. Across the school, children are writing for a range of purposes. Most younger children who have achieved the early level can write sentences starting with a capital letter and finishing with a full stop. In their writing, they are beginning to use simple conjunctions.

■ At P4, the majority of children working towards first level are able to spell high frequency words well. They are able to write sentences using appropriate punctuation and vocabulary. They can write across a range of genres and in real life contexts, including stories, letters and recipes.

■ At P7, the majority of children working towards second level can write for a range of purposes such as lists, instructions, letters and imaginative stories. The majority of children's writing is well presented and accurately structured. Children now need more opportunities to write with increased detail.

**Attainment in mathematics and numeracy**

■ Across the school, most children are making good progress in numeracy and mathematics.

**Number, money and measurement**

■ Almost all children working towards early level are able to match numbers and objects, use 1:1 correspondence and form numerals confidently. By the end of the first level, the majority of children can count well and undertake simple addition and subtraction calculations. The majority of these children have a good understanding of place value and are able to read, sequence and round numbers to the nearest 10 and 100. They can read, write and order numbers to 1,000 and understand the value of digits within these numbers. The children are able to describe the features of an analogue clock and tell the time using half past, quarter past and quarter to.

- By P7, the majority of children working towards second level are able to explain how to round up or down to the nearest 1,000 and 10,000.  They are able to add, subtract, multiply and divide with 3 and 4 digit numbers.  Children were not confident when converting percentages to fractions and decimals.  At second level, children require more opportunities to apply their knowledge and application of numeracy in more problem-based and challenging contexts.

- Children across the school have opportunities to practise and develop mental strategies including doubles, near doubles and bridging.  In most classes, the majority of children are able to discuss the approach which they are using.  The school should ensure that children have opportunities to revisit mental mathematics as they progress through the school.

- Older children are able to read scales and work with negative numbers when reading thermometers.  Children working towards second level are able to measure distance and time and use this to calculate speed.

**Shape, position and movement**
- Children working at first and second level are able to identify the properties of 2D shape and 3D objects.  By P7, the majority of children working towards second level are gaining confidence in describing and classifying angles.

**Information handling**
- The majority of children working towards first level can gather data and create charts as pictographs and bar charts and interpret confidently this data.  Children working towards second level would benefit from developing a greater appreciation of and confidence in applying different approaches to analysing and interpreting data and problem solving.  Overall there is a need to raise the level of challenge and increase children's understanding of applying their skills in numeracy in other curricular areas.

**Attainment over time**
- The data provided by the school indicates that most children achieved the appropriate Curriculum for Excellence levels in literacy and numeracy by June 2017.  This data is beginning to show an improving picture for the majority of children across the school.  There remains scope to raise attainment further across the stages, building on the progress being made at P1.

- Teaching plans enable teachers to track coverage of Curriculum for Excellence experiences and outcomes across all curriculum areas.  Teachers are developing greater confidence in their professional judgements on how well children are achieving a level.  Teachers are making better use of assessment information and the National Benchmarks for literacy and numeracy to support their judgements.

**Overall quality of learners' achievement**
- Children are encouraged to share and celebrate their achievements.  Displays demonstrate the range of activities and achievements of children both within and outwith school.  Children are involved in community responsibility groups which impact positively on school life, for example the playground, library, healthy tuck shop and a range of monitor roles.  These opportunities are helping children develop their skills in working with others, listening to alternative viewpoints and reaching consensus.  A wide range of clubs and other activities are developing children's skills and confidence.  There is scope to introduce arrangements to support children to track their skills and wider achievement.  Addressing this would support the school in targeting children's participation levels as well as developing a fuller understanding of the achievement of different groups of learners according to their needs and backgrounds.

A robust system should aid in the identification of potential barriers for those children who may have difficulty accessing opportunities to achieve in and beyond school.

■ The school may also wish to explore opportunities for formal accreditation for the contribution children are making to school life, such as through Junior Award Scheme Scotland.

**Equity for all learners**

■ Collectively, the school demonstrates a clear commitment to ensuring equity. The school is sensitive to the needs of children and alert to potential barriers to learning. The school has highlighted the arrangements in place which ensure that all children have equal access to school events and activities regardless of their personal circumstances.

■ The school tracks children's attainment and wellbeing taking account of their personal circumstances. There are three key drivers to the school's approach to addressing the impact of social economic deprivation linked to the allocation of Pupil Equity Funding. While at early stages, staff are profiling the emotional wellbeing and engagement of children.

■ Joint funding projects with, for example, social work are supporting specific initiatives and interventions.

**Universal support**

- There is a nurturing ethos across the whole school which supports the development of positive relationships at all stages. Most children believe that the school is helping them to become more confident.

- In most classes, teachers plan tasks and activities which meet the needs of most children well. However, these are not yet always sufficiently differentiated to provide all children with an appropriate level of challenge. Teachers know the children well and are aware of varying needs. Learning activities should be developed to enable children to routinely engage in higher-order thinking and support children to apply their learning in a range of situations. Children identified as being off track in their learning are supported through a range of planned interventions targeted to the needs of individuals and groups of children. This is beginning to lead to improved outcomes in literacy and numeracy for children.

- Children are developing personal targets for literacy, numeracy and health and wellbeing as part of their personal learning plans. The school should review the use made of personal targets to ensure that children understand better how their personal goal relates to learning in the classroom and beyond.

- The school uses a range of tracking tools to support the identification of children who require additional support. Daily, short timed interventions sessions for phonological awareness, early writing and, gross motor skills, nurture explorers and booster groups enable staff to know and respond well to the individual needs of identified children.

- The SMT and support for learning (SfL) staff analyse a range of assessment data which is shared with teachers to plan appropriate interventions. Parents are informed of this support. Staff meet to discuss targeted groups for literacy, numeracy and health and wellbeing. A large number of children are supported through a system of withdrawal from class four times weekly for literacy and numeracy. Staff should continue to monitor how well children are transferring skills developed through these support programmes to other aspects of their learning. Teachers should also ensure that children are not missing out on important classroom learning when withdrawn for support or as a result of time lost settling back into class.

**Targeted support**

- Targeted support for identified children builds on the support given to all learners. The school knows well the socio-economic and cultural context of its children and their families. Assessment information is being used effectively to identify children who could benefit from targeted support for their learning. The progress of all children is being tracked using a variety of standardised tests to support professional judgement. This information is being used to identify those who are facing barriers to their learning and who, therefore, would benefit from targeted support. This extends to include those who are achieving well.

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- The school's targeted support is planned well and delivered within a staged intervention approach. Across the various stages of intervention, concerns are highlighted and acted upon timeously. Appropriate interventions are put in place quickly and easily in case of need. Based on assessment evidence being gathered by the school, the school is beginning to see a positive impact on reducing gaps in phonological awareness, phonics and spelling for individual children.

- SfL staff provide effective advice to teachers based on tracking information and discussions with parents etc. This advice supports teachers in planning how to meet children's needs across all aspects of their learning. Class teachers and support assistants are building on advice provided by support for learning personnel to meet the diverse needs of learners.

- Pupil support assistants and staff are deployed in a structured way to target specific interventions for individuals and groups of children. This includes one-to-one support and a variety of focused withdrawal group work, including therapeutic approaches. Children are able to talk about how this targeted support is helping them with their learning and sense of wellbeing.

- Long and short term targets in IEPs are drawn up to address children's barriers to learning. Children, with their parent or carer, are involved in setting targets and reviewing their progress through children's planning meetings. In those instances where parents are particularly anxious, the school should ensure that parents are clear about the support and help which their child is receiving and can receive whether in the school or in partnership with agencies.

- Staff work closely with a wide range of partners to increase their capacity to meet the diverse needs of children. They are developing, for example, effective strategies around trauma, attachment and restorative practices, so that they are better placed to meet the needs of all children.

- The school's commitment to inclusion is demonstrated further by the steps taken to ensure that support programmes are continued over school holiday periods. This is supporting children to manage transitions well, enabling them to make a positive start when returning to learning

**Removal of the barriers to learning**
- Staff are responsive to the circumstances of all children including looked after children and those for whom English is an additional language. Children across the school are benefitting from being included in programmes to support specific health and wellbeing needs. The school has identified children who would benefit from a soft start to the day and has creatively developed an extended nurturing day facility. Children are offered gym sessions and nurture activities. This flexible approach to address barriers to learning ensures that almost all children who use the service are prepared for learning at the start of the school day and ready for home at the end of the day. Working with a range of professionals, the school is taking a positive approach to minimising any barriers to learning.

- The school has adopted a wide range of evidence-based intervention programmes to support children's gaps in their learning. Regular and focused sessions such as outdoor learning, phonological awareness, early writing skills and reading are impacting positively on children's health and wellbeing.

- In supporting families, the school offers parents and families literacy support where appropriate, for example, in the completion of forms.

# Explanation of terms of quality

The following standard Education Scotland terms of quality 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.