

# Summarised inspection findings

**Gorebridge Primary School**

Midlothian Council

26 March 2019

## Key contextual information

Gorebridge Primary School is a non-denominational primary school located in the town of Gorebridge in Midlothian. There are 13 primary classes and a nursery class with morning and afternoon sessions. In January 2019 the primary school roll was 298 pupils. There are 52 children attending the nursery. The headteacher was appointed in September 2018. He is supported by one deputy headteacher and three acting principal teachers.

### 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 learners. The themes are:

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

- The recently-appointed headteacher demonstrates strong core values, rooted in integrity, honesty and respect. His passion for improving outcomes for all is clear. In his very short time in post, he has identified main strengths and areas for improvement at Gorebridge Primary School. This includes ensuring greater consistency in learning and teaching and raising attainment for all learners. He has also identified the need to ensure there is a positive learning environment across the classes which meets the needs of all learners. The deputy headteacher is providing good support to help realise the new headteacher's vision.
- The headteacher plans to refresh the school's vision and values to make them more meaningful and relevant for the whole school community. Working with pupils, parents and staff to do this will ensure the vision and values reflect the unique context of the school. Ensuring the refreshed vision and values are embedded in the life of the school will provide a strong platform for underpinning all future work to improve the school.
- Staff have an understanding of the social, economic and cultural context of the local community. Senior leaders and staff demonstrate positive relationships with children in the school. They strive to make a positive difference for children and families who may be experiencing difficulties in their lives. They have successfully engaged a high number of parents in school events such as the, 'Friday family breakfast' and 'Gorebridge Gab' sessions. Parents report that they appreciate and value initiatives such as these.
- In the last few months, the headteacher and acting principal teacher have taken positive steps to begin to improve consistency in learning and teaching across the school. This has involved all staff working together to identify and define the key features of an 'Excellent Gorebridge Teacher'. This is to support staff to have a shared understanding of expectations and to be more aspirational for all learners. It will be necessary for all staff to continue to engage with activities such as this to help to improve the consistency in learning and teaching across the school. The headteacher recognises that this is a key priority and has plans in place to take this work forward. Involving pupils and parents in this process will support the wider school community in engaging in meaningful school improvement.

- There is a professional review and development process within the school. It is linked to the General Teaching Council for Scotland (GTCS) standards. Senior leaders undertake formal learning observations of lessons. They complete evaluations and provide feedback on areas for development. This is not yet securing high quality learning and teaching across the school. There is great scope to broaden the range of quality assurance activities to improve consistency of learning and teaching and to improve attainment across the school.
- The headteacher is committed to developing leadership at all levels. Staff acknowledge there are areas requiring improvement across the school. All staff are part of a working party linked to the school improvement priorities. They have created action plans and work to progress them is now underway. Staff are keen to work together to bring about improved outcomes for pupils. This will be necessary to progress school improvement at a brisk pace. The school would benefit from developing a culture of professional learning and enquiry to support improvement.
- The headteacher has reviewed the remits of promoted staff. In taking forward their new remits, promoted staff should ensure the impact of change is monitored and evaluated regularly using a wide range of evidence. It will also be important that the newly formed leadership team continue to articulate their shared vision and responsibilities for continuous school improvement. The headteacher recognises the need for robust self-evaluation and has started to take steps to identify other areas requiring prompt attention. In doing so, we have asked that approaches to safeguarding are reviewed.
- All pupils from P3 to P7 are part of a learning council. Staff should now explore ways to involve pupils in P1 and P2 in these groups. This will ensure all learners have meaningful opportunities to contribute to school improvement. Staff should develop these learning councils making links with national priorities such as 'Developing the Young Workforce' and 'Career Education Standard 3-18'.
- The headteacher recognises the importance of partnership working to secure the best possible outcomes for children and families. He has taken positive steps to build on the strong and productive working across the Newbattle Learning community. There is evidence that work across the learning community is impacting positively on learners particularly at the P7/S1 point of transition, including a focus on higher-attaining pupils. The planned work on digital literacy with Newbattle High School and the University of Edinburgh is a strong example of partnership working to improve learners' experiences.
- The school is implementing its plans for Pupil Equity Funding (PEF). Joint planning with schools across the Newbattle Learning Community ensures PEF is used effectively to support children and families. A home-school practitioner supports a range of interventions for children and families through workshops and one-to-one support. The 'walking bus initiative' has had a significant impact on attendance figures for a group of children. Learning assistants funded through PEF provide a range of literacy, numeracy and wellbeing activities for children who require additional help with their learning. The school should continue to develop approaches to monitoring and tracking the impact of interventions on children's attainment.

## 2.3 Learning, teaching and assessment

satisfactory

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 at Gorebridge Primary School are creating a nurturing culture and ethos. They know the children and families well. There are strong positive relationships between adults and children. Staff have developed their knowledge and understanding of the principles of nurture and are beginning to embed these in practice. Almost all children are polite and respectful to one another and to visitors to the school. Evidence from the pre-inspection questionnaires indicates that most children enjoy learning at school. Across the school, most children are well behaved.
- The standard of learning and teaching across the school is not of a consistently high enough quality. In the few lessons where the level of challenge and pace are appropriate, children display greater engagement and participation in their learning. Overall, teachers set tasks and learning activities which meet the needs of the majority of children in the class. There is a need to support and challenge all learners more appropriately. The Senior Leadership Team (SLT) recognise the need to improve the quality of learning and teaching to ensure greater consistency of practice and improved experiences for all children.
- Staff have a knowledge about the needs of most children and understand the range of Curriculum for Excellence levels children are working within. Learning does not always take account of the range of needs or provide differentiated learning for children who are working across a range of Curriculum for Excellence levels within the class. Teachers do not always employ the most appropriate strategies to help children with behavioural needs engage with their learning. Staff would benefit from further professional learning to help them understand why a few children display challenging behaviour and then develop strategies to support them. In a few classes, children are not able to listen to teachers and disengage with lessons after a short period of time. Teaching and learning approaches need to be more motivating, relevant and differentiated to ensure all children engage as fully as possible.
- Staff have worked collaboratively to develop their understanding of the key features of effective teaching. They should continue with this work and ensure that these are applied consistently in all learning activities. Improving the consistency and quality of learning and teaching across the school should be a focus for school improvement.
- In a few classes teachers use a variety of teaching approaches. Most teachers provide clear explanations and instructions. There is scope for teachers to develop further questioning techniques to promote children's higher-order thinking skills. A few lessons are too teacher led. Children will benefit from increased opportunities to take responsibility for their own learning.

- Teachers use a variety of formative assessment strategies as part of the daily routine. Almost all teachers share and discuss the learning intention at the start of lessons. In a few lessons, children help create the criteria for success in their learning. Learning intentions and success criteria now need to be of better quality to support children in identifying what it is they are learning and how they will be able to judge success and progress. There is some evidence of children participating in self-assessment and peer-assessment however this good practice is not yet consistent across the school. Senior leaders should work with staff to revisit the purpose of formative assessment strategies, ensuring they help children make progress in their learning.
- Support staff and support for learning teachers provide additional support for a number of children in each class. There is a range of planned interventions supporting children who face additional barriers to learning. Staff should plan these carefully to avoid disruption to learning. Often support is provided out with the classroom. Staff should timetable all interventions carefully to avoid children missing out on key aspects of learning.
- As identified through the school improvement plan, staff should provide increased opportunities to use a variety of digital devices in the classroom in a planned and progressive manner.
- Teachers plan and evaluate progress across all curricular areas on a termly basis. Information for parents on work to be undertaken is issued. Staff use a range of approaches including standardised assessments to assess children's progress in literacy and numeracy. Senior leaders and teachers analyse data from assessments and are beginning to identify trends and patterns. Robust analysis and subsequent planning are not yet embedded in practice. When undertaken effectively, data analysis should inform the planning of learning, teaching and assessment to ensure greater pace and challenge across the school.
- Teachers use National Benchmarks for literacy and numeracy to support planning and assessment. Teachers are beginning to work with stage partners and other colleagues to plan for assessment, as well as assessing progress. Staff are supportive of each other and work in a collegiate and collaborative manner. They have participated in annual local authority literacy moderation activities. Further planned moderation activities will support teaching staff in making confident and accurate judgements about achievement of a level.
- The SLT track progress through termly meetings which include discussions on planning, attainment, barriers to learning and any health and wellbeing concerns. The school monitors the progress of identified groups of learners including those who face additional challenges, for example, care experienced learners and children with additional support needs. Interventions and support are planned as a result of these meetings. The headteacher recognises the need for these meetings to be more focused on the outcomes needed for children.
- Staff provide weekly opportunities for children to discuss their learning with the teacher or a partner. Children are also given time to reflect on the learning undertaken each week. Children have termly opportunities to discuss their learning with their parents through the 'Gorebridge Gab'. These are beginning to develop the skills of self-evaluation and reflection amongst learners.

## 2.2 Curriculum: Learning pathways

- Staff have developed a curriculum rationale. However, there is a need to review this alongside the development of the vision and values. Staff need to ensure it reflects the unique context of the school and the community it serves, and what the school hopes to achieve for its children. In taking this forward the headteacher and staff should ensure their curriculum provides depth and challenge for all learners.
- Staff use Midlothian Council curriculum pathways for literacy and numeracy to ensure breadth and progression in learning. Staff improvement teams are developing the literacy and numeracy curriculum to support staff in using these pathways. The headteacher and staff should continue to engage in professional dialogue and moderation activities around these pathways to ensure they meet the needs of all learners.
- Curriculum planning was reviewed and streamlined last session. This has led to a reduction in bureaucracy for teachers. The headteacher and staff should monitor and evaluate this streamlined approach to ensure all learners receive their entitlement to a broad general education.
- Staff make use of annual overviews when planning learning and teaching across the curriculum. There is a need to develop progressive curriculum pathways beyond literacy and numeracy. When taking this work forward, staff should consider how they make learning relevant for learners at Gorebridge Primary School. They should also consider how creativity, sustainability and 'Developing the Young Workforce' can be embedded as cross-cutting themes. More use could also be made of outdoor learning.
- There is scope for learning through play to be better planned to ensure it consolidates and extends learning. Staff across early level should work together to ensure progression at the early stages.
- Most staff use interactive whiteboards to enhance learners' experiences. A few use programmable toys and tablets. The headteacher has identified the need to involve children more in using technology as part of their learning. A positive start has been made to address this. Strong links have been established with staff from Newbattle High school who are working with staff to introduce technology including virtual reality headsets a shared learning space.

## 2.7 Partnerships: Impact on learners – parental engagement

- The SLT have created a culture of open and honest communication in the school. As a result, they have established very positive relationships with parents. Almost all parents speak very highly about the work of the school. Parents are actively encouraged to involve themselves in the life of the school. They appreciate the opportunities they have to join their child in learning events such as, 'Bring our adult to school' (B.O.A.T.S.). 'Gorebridge Gabs' sessions provide parents with regular opportunities to discuss their child's progress with their teacher.
- The school are developing new approaches to encourage parents to be more involved in their child's learning. This includes the use of social media and electronic applications. A few parents report that there are inconsistencies in the way social media is used in classes to share information about children's learning.
- The home-school practitioner is developing a variety of ways to involve parents more in the life of the school. This includes parenting groups, 'Family Friday breakfast' and the 'walking bus'. Parents report that they value initiatives such as these.

## 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 local authority.



### 3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children benefit from positive relationships with staff and with each other. Staff and partners have created a nurturing and supportive environment for learning in which most children feel safe and respected. Children can identify how the school is helping them keep healthy and safe. They understand the risks associated with using digital technology and what they need to do to ensure good physical health. The school should continue to build and develop further connections between discrete areas of learning around health. This should support children in their application of learning in different contexts. It will also help to build self-confidence in their own abilities to make well-informed choices which support wellbeing in their school community. Most children identify staff they can talk to if they are worried. A few children say that bullying occurs in the school and it is not always dealt with. Staff should now work with children and families to ensure they have confidence in the school's approaches.
- Children's experiences of learning around health and how to protect and improve their own wellbeing should ensure progression in knowledge, skills and having opportunities to put these into practice in relevant contexts. The formation of pupil council groups could offer supported opportunities for children to engage and develop their skills and confidence in key aspects of work in this area.
- Staff regularly talk to children about their wellbeing needs. Children use 'worry monsters' to alert staff to any concerns they have. A few children say they would use this approach to make staff aware of any worries. Children identify Growth Mindset approaches as being useful in helping them develop resilience. Children are working with staff to increase their understanding about the wellbeing indicators. They are able to describe the meaning of the wellbeing indicators and provide examples of each. Children should now be supported to use the wellbeing indicators to consider their own wellbeing and identify areas where they need support. This will also allow staff to better identify children who are at risk and those who require additional support.
- Across the school, a range of programmes and interventions are in place to support the wellbeing needs of children who face challenges. For example, children benefit from access to 'The Den' to participate in nurture programmes. As a result, children are developing important skills in social interaction and communication. Staff should continue to monitor the wellbeing needs of children and ensure that targeted interventions are in place to support all children and that the impact of these are closely monitored. Children who display challenging behaviour require further assessments and strategies to help them moderate their behaviour. The school's behaviour policy should be reviewed to ensure it reflects the school's vision and children's rights.
- Staff across the school are aware of the wellbeing needs of children and the socio-economic factors that impact on their lives. Approaches to recording concerns about children's wellbeing

need to be improved. Midlothian Council should support the school to review their current approaches to establish if recording procedures are suitably robust. Midlothian Council provided information about child protection referral procedures that are unique to the Newbattle Learning Community. They are confident that child protection procedures in the school are robust. We have asked that these procedures are outlined clearly in an appropriate policy and this is shared with staff and relevant stakeholders.

- As part of the Newbattle school community, children and families benefit from the PEF funded Early Intervention and Prevention Project. This project is resulting in improved outcomes for a significant number of children and their families. Children and their families benefit from a range of supports and interventions such as the 'walking bus', play therapy, counselling services and support from a home-school practitioner. Staff can detail how these interventions are improving outcomes for individual learners such as better attendance and improved engagement.
- Staff are aware of guidance and responsibilities in relation to wellbeing, equality and inclusion. Children who require additional support with their learning are identified. Interventions are put in place to support children in their learning and improve their social and emotional wellbeing. In line with local authority guidance, planning documentation details strengths, needs and support interventions for individual children. Individualised education programmes are in place for a few children. There is scope to improve individual education plans to ensure targets are specific to the individual needs of children and are written in child-friendly language. Staff have an understanding of 'Getting it right for every child' and the wellbeing indicators. This guidance is used to assess the needs of a few children.
- The SLT, together with staff, are committed to ensuring all children are fully included in all aspects of school life. A range of initiatives are in place to support children engage in learning and reduce any barriers. For example, the 'walking bus' is supporting children to attend school on time.
- The school's equality policy details a commitment to equality and equity for all children. Across the school, most children demonstrate respect for others. Staff should continue to promote equality and diversity ensuring a greater emphasis on challenging gender stereotyping.

#### **The Schools (Health Promotion and Nutrition) (Scotland) Act 2007**

- The main duties under the Act, to ensure those entitled to a free school meal are not identified, to provide access to free drinking water and to promote the school meal service, are being met.
- The information relating to the nutritional regulations shows the need for further development to ensure full compliance with the requirements under the Act.

### 3.2 Raising attainment and achievement

satisfactory

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

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

#### Attainment in literacy and numeracy

- Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory.
- Data presented by the school indicated that the majority of children are achieving appropriate Curriculum for Excellence levels in reading at early level and most children in first and second level. Across the school, data shared with the inspection team indicated that most children achieve appropriate levels in listening and talking. At early and first level, most children achieve appropriate levels in writing and the majority of children by the end of second level. In numeracy, most children achieve appropriate levels in early and first level. The majority of children achieve second level numeracy by the end of P7.
- Inspection activities which included observing children's learning at all stages, sampling of children's work, engaging with children in class and in focus groups, do not support teachers' judgements and predictions as outlined above for first and second level attainment. To ensure the validity of attainment data, the school should develop rigorous moderation processes to ensure a shared and accurate understanding of expectations, outcomes and experiences for all children.
- For children with additional barriers to their learning, the evidence provided by the school suggests that majority are attaining appropriate to their individual level of needs. Inspection activities undertaken support this.

#### Attainment in literacy

- Teacher judgement indicates an improving picture across all literacy organisers. Following the range of inspection activities including jotter reviews, focus groups and lesson observations, the inspection team do not agree with the high level of attainment predicted.

#### Listening and Talking

- Overall, most children are making satisfactory progress in listening and talking. Children can listen to and follow instructions appropriate to their age and stage. This skill is not consistently applied in all classroom situations. When given the opportunity to work together in groups, children are developing their discussion skills. The introduction of literature circles in the upper stages is supporting this. Class assemblies give children the opportunity to present to an audience. Further opportunities for children to present solo and group talks should be offered in a progressive and planned manner.

## Reading

- Attainment in reading is satisfactory. At early level, children know the initial sounds and are beginning to develop their knowledge of simple words. Children working at the end of first level can describe the purpose of a contents page and the index, and the majority were able to read with increasing confidence and fluency. The majority of children are able to discuss their favourite authors and give reasons why they like them. Children working at first and second level talk positively about reading opportunities and enjoy being able to track their own progress through levels. Children throughout the school are given opportunities to read for enjoyment and to spend time listening to adults read. The school has two library areas which are well resourced with both fiction and non-fiction books. Children also have the opportunity to visit the local library. Teachers provide daily reading for enjoyment opportunities in the majority of classes.

## Writing

- Across the school, children are developing skills in writing for a range of purposes. At early level, most children are beginning to use phonic skills to make words. Most are developing their understanding of words and are beginning to put these together to form sentences. Children are given opportunities for free writing and over writing. In a few classes, children working at first level are using detailed writing criteria to plan and assess their writing. By the end of second level, most children can write at length for a variety of purposes. Staff should be given opportunities to moderate writing to determine shared expectations. Most children are aware of the purpose of their writing. Children should be given increased opportunities to write for meaningful purposes. Presentation standards vary considerably across the school. Staff should work collaboratively to agree shared standards for presentation of all work and ensure that these standards are consistently applied and reinforced.

## Numeracy and mathematics

- Overall, most children across the school are making satisfactory progress in numeracy and mathematics. Most children at the early level and at the start of first level are making good progress. This positive start needs to be built upon to ensure children make the best possible progress. Children who experience difficulties in developing their numeracy skills are supported by targeted intervention and there are indications that this is helping them to make progress from prior levels of learning.

## Number, money and measure

- At early level, most children can identify numbers to ten and recognise the number of objects in a set using one to one correspondence. They are developing their understanding of addition and subtraction with the support of practical materials. Children who have achieved first level can round to the nearest ten and 100 and demonstrate understanding of place value. Most rely on a written strategy to solve addition and subtraction problems. Children are less confident with multiplication calculations and when working with fractions. Overall, the majority of children approaching the end of second level have an understanding of place value, rounding whole numbers and use the four operations to solve calculations. They require more practice in tackling multi-step and word-based problems including examples with money. Children are beginning to identify links between fractions, decimals fractions and percentages. Further work is required in this area to improve their understanding. A majority of children can calculate time durations of activities and events. Children at all stages would benefit from learning a wider range of strategies to support their mental agility. Teachers need to provide more regular opportunities for children to revisit and reinforce prior learning. There is a need for presentation in maths jotters to be revisited and a shared expectation of standard set across the school.

## Shape, position and movement

- At early level, children are exploring and learning about the properties of two-dimensional shapes. At first level, most children can identify and use appropriate vocabulary to describe features of three-dimensional objects and two-dimensional shapes. At second level, most children can describe and classify a range of angles.

## Information handling

- At all stages, children are learning to collect and display data. At early level, children can create a class pictogram. Children at first level gather information and produce simple bar graphs. By the end of second level, most children are able to interpret and draw conclusions from information displayed in a variety of forms. They can use appropriate vocabulary of probability to describe the likelihood of simple events. To further develop children's skills, real-life contexts and the use of digital technology when gathering, displaying and interpreting data should be planned for in a progressive way across the curriculum.

## Attainment over time

- The school provided historical data covering three years for achievement of reading, writing and numeracy Curriculum for Excellence levels. Overall, there is no consistency of improvement over time in attainment in either literacy or numeracy across the school, with the exception of numeracy at early level. Staff are developing the use of the National Benchmarks and are at the early stages of using these to inform professional judgement. Senior leaders recognise the need to continue to engage in using these materials with all teachers. This will develop a clear and shared understanding of what constitutes achievement of a level, and promote appropriately high expectations for all children.
- The school is not yet systemically gathering or tracking attainment data across curricular areas other than literacy and English and numeracy and mathematics.

## Achievement for all learners

- Children are encouraged to share their achievements and successes in a variety of ways. This includes at assemblies, class floorbooks, certificates, social media and the 'Proud Wall'. Teachers have started to track children's wider achievements. They use this to plan interventions to support children to gain key skills across a range of contexts. We have asked that this positive start is built upon to ensure all children benefit from a wide range of learning contexts. Children should also be supported to make links to and between their achievements to skills for life, learning and work.
- In a few classes, 'visible learning' approaches are used to support children to be more confident in learning. Children respond very well to these approaches. In a few classes, it is evident how the use of the 'power learning heroes' is supporting them to be resilient and not be afraid to make mistakes. Positively, the school plans to develop this strong practice across all classes. Children have opportunities to talk about their learning as part of their weekly learning conversations. Staff should continue to develop this practice further to support children to be confident talking about what they do well and what they need to improve.
- There are different leadership opportunities for children which contribute to their wider achievement. Children from P3 to P7 are represented on one of the learner councils which support school improvement. While children talk positively about their participation in these groups, they are less confident in identifying the skills they are developing as part of this. There is also potential for all children in the school to be represented on one of these groups. Other opportunities for children to develop opportunities to develop their leadership skills include school buddies and house captains. We have asked the school to continue to explore other ways for children across the school to develop these and other skills for life, learning and work.

- Children benefit from their participation in lunch time and after school clubs. This includes, chess, Zumba, football and netball. The school maintains an overview of children's participation in groups and clubs. The SLT and staff ensure careful attention is given to particular groups of children to ensure equity of experience.

### **Equity for all learners**

- Teachers across the school strive to promote equity across learning for all children in an inclusive ethos. Staff know children and families well and the socio-economic and cultural context in which they live. The school can demonstrate positive impact for children involved across a number of health and wellbeing initiatives, for example, attendance and nurture. The school provides a range of activities to encourage whole family participation such as 'Friday family breakfast'. A range of after school clubs and trips are offered to children and the school ensures cost is not a barrier to all children being able to participate.
- Senior leaders track children's progress in numeracy and literacy, and can identify targeted PEF interventions that have been established in order to secure improvements. Enhanced staffing is used to support identified individuals and groups to reduce or remove potential barriers to learning.

## Choice of QI : Universal support

- Universal support
- Targeted support
- Removal of barriers to learning

- The SLT, together with staff and partners, are committed to supporting all children to enable them to attain and achieve as highly as possible. Positive relationships between children and staff create a supportive learning environment. Almost all children say that they receive support in class when needed and they are confident that staff help them with their learning.
- Children have some opportunities to be involved in planning their own learning through setting targets. This does not happen consistently for all children across all classes. Targets are not always specific enough to help children improve and they are not always aware of their targets. Planned learning conversation sessions should be reviewed to ensure that these sessions result in meaningful conversations with children about their learning, their strengths and what they need to do to improve. Children were not clear about the purpose of learning conversations and they did not appear to happen consistently for all children. There is scope for children to be more involved in planning and leading their own learning. A few children have opportunities to identify what they would like to learn but this not consistent across the school.
- Targeted support is provided for children with additional support needs and those who are not making expected progress. Class teachers track children's individual progress and interventions such as Fresh Start reading, phonics and numeracy supports are put in place. The two acting principal teachers are currently developing approaches to supporting children across the school. They are aware of the need to build the capacity of all staff to support children's learning. Currently, a significant number of children are extracted from class for targeted support. Staff should consider a range of ways to support children that promote inclusion and allow them to learn in class alongside other children.
- In most cases, staff are aware of the barriers to learning faced by children. They work with partners such as the home-school practitioner to support children who face challenges that impact on their learning. Staff and senior leaders have a good knowledge of care-experienced children and those who have additional support needs. Staff track the attainment and achievements of some children who face particular challenges and provide appropriate supports and interventions which are impacting positively. Staff now need to track the progress and attainment of all children who encounter barriers to their learning and ensure they are being supported to enable them to attain as highly as possible.

## 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.