Summarised inspection findings

Connolly Campus School

West Lothian Council

2 June 2020

Key contextual information

Connolly Campus School is situated in Blackburn, West Lothian. At the time of the inspection, there were 20 primary aged children on the school roll. The Education Placement Group places children at the school who have social, emotional, and behavioural additional support needs (SEBN).

The headteacher has been in post since 2018. He is the headteacher of the West Lothian Inclusion and Wellbeing Service (IWS). IWS supports children and young people across the education authority who have SEBN. The IWS includes an Early Intervention Service, Connolly Campus School and the Skill Centre (formerly Burnhouse School). There is a depute headteacher and a principal teacher based at Connolly Campus School.

There are four classes in the school, broadly age related.

The school is adjacent to Our Lady of Lourdes Roman Catholic Primary School and nursery, sharing the gym, dining hall and garden, and a private nursery.

1.3 Leadership of change	very good
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 strong and highly effective leadership of the headteacher is providing the school with a fresh and renewed approach to the leadership of change. He has made significant progress in developing an open and inclusive school culture. The leadership team very ably support the headteacher. Together, they are driving forward school improvement priorities, such as a renewed approach to promoting positive behaviour across the school.

■ The headteacher has consulted very effectively with children and their families, partners and the wider community to develop the school's vision, values, and aims. The aspirational vision and aims focus on meeting the complex and individual needs of children. They take very good account of the context of the school, and provides clear information on what education at the school is aiming to achieve for children. The school's vision and values are highly visible and feature as a significant part of the work of the school. The school promotes its core values of trust, kindness, respect, partnership, and achievement through school assemblies, and class charters. Children have a very good understanding of the school's values and can identify and articulate these.

■ Across the school, relationships are supportive and very nurturing. Staff have created a very positive, calm, and purposeful learning environment. They have a clear understanding of the social, economic, and cultural context of the school. They have a very good understanding of children's individual circumstances and use this knowledge to ensure children are included and make the best possible progress in their learning.

- Children, parents, and staff play a key role in supporting school improvement. Children have opportunities to undertake leadership roles in the school. Class responsibilities offer all children good opportunities for leadership. This supports the development of children's confidence and sense of responsibility. Children express their views through a pupil voice group. They use 'How good is OUR school?' (2018) as a tool to identify what needs to change in the school. Most recently, children have identified the need for changes to assemblies, opportunities for increased mainstream experiences and visits to work places. Children work with staff to ensure that these changes have a positive impact on their learning experiences. In moving forward, the school should seek to increase the leadership opportunities offered to children and their families.

- Staff demonstrate a high degree of commitment to a shared vision for improvement. Teachers take collective ownership for school improvement and support each other very well in a culture of collegiality. Staff worked very well together to develop a refreshed approach to positive relationships. As a result, children are calm and engage in learning for more of the time. Learners are developing skills to self-regulate their own behaviour and this is leading to children returning to learning more readily when distracted. Incidents and exclusions have significantly reduced and attendance has increased.

- Due to the success of distributive leadership groups, staff have continued to make use of this approach to support school improvement. In particular, the pedagogy group is working with other schools across education authorities to develop a learning toolkit. This exemplifies what good learning and teaching looks like at Connolly Campus School. It will help senior leaders challenge and support teachers further to better meet the additional support needs of children. Peer observations within and outwith Connolly Campus School help teachers improve further their approaches to meeting children's needs.

- Teachers engage in action-research projects, such as Developing the Young Workforce (DYW), and therapeutic approaches. Research projects provide teachers with the necessary skills and knowledge to implement and evaluate new initiatives. A few members of staff undertake postgraduate level areas of study and share their knowledge with their colleagues. The school plans to develop practitioner enquiry further. Staff work across the education authority and beyond, contributing to the development of shared approaches to learning and teaching. The school's links with a university in the USA are beginning to be mutually beneficial in evaluating specific projects such as pupil passports. In addition, all staff undertake a leadership role to improve aspects of the school. Support staff also play a significant and valuable role in taking forward developments to support individuals and groups of learners. For example, through First Aid, numeracy and mathematics, gardening, woodwork, swimming, and outdoor learning.

- The school's quality assurance calendar ensures monitoring and evaluative activities are manageable and planned well across the school year. The school gathers children's, parents', and partners' views in different and creative ways. As a result, there is a more creative personalised and flexible curriculum where children's needs and interests are met more fully.

- Parents welcome the variety of very effective ways in which the school communicates with them. They recognise the value of 'rainbow diaries'. A few parents would like to see feedback that is more detailed. Parents value text messaging and frequent telephone conversations with staff, which keeps them informed of children's progress. Parents welcome more formal and frequent opportunities to work with children to identify and record next steps in learning in pupil passports. Coffee mornings enable parents to work alongside their children as they learn together.

■ The senior leadership team (SLT) carefully organises improvement planning to ensure the pace of change is brisk but manageable and leading to improved outcomes for all children. There is a clear emphasis on using an evidence-based approach through case studies and research to inform self-evaluation across IWS and drives forward school improvement. Staff embed self-evaluation across all aspects of the work of their work. School improvement priorities take full and appropriate account of national and local authority priorities. The school is embedding a clear focus on developing skills for learning, life, and work. This lies at the heart of the school curriculum.

■ The SLT provides strong and supportive leadership. Staff appreciate the support and encouragement they receive from the SLT. They appreciate the opportunities they have to access professional learning opportunities to develop their knowledge and skills. Staff and children benefit from the wider staff team available to them across the IWS. This impacts positively on children's experiences and staff's skills and knowledge. The SLT support each other very well. They have helped to create a positive and supportive ethos for children and staff.

■ All teachers understand the need to develop their professional standards through a clear, ongoing commitment to the General Teaching Council for Scotland policy and implementation. The SLT follows an appropriate professional review and development process with teachers. It is used well to ensure staff have clear objectives for ongoing improvement throughout the year.

■ The headteacher has established productive working relationships across and beyond the school community. There is evidence that this success is improving community partnerships, such as with local resources and businesses. This is having a positive impact on the development of children's citizenship skills and on their knowledge about the world of work. A wide range of partners are fully involved in supporting the delivery of the school's curriculum. The SLT should now develop further their strategic overview of partners' roles in delivering the curriculum to ensure current improvements are sustained.

<table>
<tr><td>**2.3 Learning, teaching and assessment**</td><td>**good**</td></tr>
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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

■ Across the school, relationships between children and adults are positive. Children learn in an environment where they know they are cared for and in which all staff will support them well to make the best possible progress in their learning. Children interact well and support each other.

■ In all lessons, almost all children are engaged well in their learning. In most lessons, children's learning is active and provides high levels of enjoyment. This motivates children to do the best they can. Teachers match lessons well to almost all children's unique individual needs. This supports them to access learning at a level which provides the right amount of challenge. Teachers should now differentiate lessons more fully to provide all children with appropriate levels of challenge.

■ Children's interests inform the school's extensive range of wider achievements well. These support children well to exercise choice, and engage more fully, in their learning. Children know that their opinions are valued and that teachers will adapt their learning in response to requests they make. Lessons have a clear focus on developing children's skills for learning, life and work. The school should continue with their plans to develop further how these skills link to children's future aspirations.

■ Leadership opportunities support children well to contribute to the wider life of the school. These are helping children to develop a range of skills relevant to them. For example, children are developing their abilities to be responsible when taking the morning breakfast orders for their peers.

■ All staff have a good understanding of the school's vision and values and these are evident in every lesson. Teachers use a wide range of environments and approaches to support learning and teaching. This supports children's abilities to access, and engage with, their learning. Staff use visual aids to good effect to support children to communicate. In most lessons, teachers use resources well to set learning in real life contexts. For example, shopping games are helping children develop their skills in working with money. In a few lessons, digital technology is used to good effect to enhance children's learning experiences. The school should continue with their plans to develop further the use of digital technology to enrich children's learning.

■ Teachers' explanations of what children are learning are clear and ensure almost all children know what they are learning and why. Teachers respond well when children find their learning too challenging. They adapt their language and explanations well, which ensures children remain on task. Teachers use questions well to encourage curiosity in children's learning. Most children enjoy challenging their thinking. All children particularly enjoy when they can answer questions successfully.

- Teachers use praise well to recognise children's success. This motivates children effectively and encourages them to take on new challenges. Teachers should now develop further their use of feedback to support children to understand better how successful they have been. All staff's interventions are timed well and support children to remain on task. In a few instances, where children become distressed, staff are adept at reengaging children in their learning.

- The school uses a range of summative and formative assessments to assess children's progress. These provide detailed information, which accurately shows what each child can do. This evidence supports teachers well to plan children's next steps in learning. Teachers are using the National Benchmarks to improve their understanding of the expectations of achievement of a level. Moderation activities within the school, cluster and local authority are supporting teachers to have a better understanding of national standards.

- Teachers' planning matches children's learning well to their individual needs, interests and abilities. Teachers plan over a range of timescales to ensure children experience a breadth of learning experiences. This ensures children's learning is built on what children can do and is progressive.

- 'Pupil passports' support children well to have a say in their learning. Children, and their parents, are fully involved in identifying relevant learning targets. This supports children to know what they are aiming to achieve.

- The school has recently implemented a local authority tool for tracking and monitoring children's progress. Staff have adapted this to ensure this provides information relevant to the school's context. Tracking and monitoring of children's progress provides valuable information on how well children are progressing in literacy and numeracy. Termly attainment meetings support teachers well to develop how they can use data more effectively to support planning for learning. Teachers are developing their skills well in analysing and interrogating attainment data. Teachers need to continue to develop the school's approaches to tracking and monitoring, across all curricular areas.

2.2 Curriculum: Learning pathways

■ The school reviewed its curriculum rationale last session. Senior leaders engaged with a range of stakeholders. They used a wide variety of evidence including partnership planning events, case studies, and 'pupil passports' to influence the design of learning experiences. The school's curriculum rationale is supporting all children to aspire to positive destinations.

■ The curriculum provides effective opportunities for children to focus on the development of social and emotional skills. This includes resilience, communication, leadership, cooperating, working with others and self-regulatory relationships. This development is integral to the work of the school. It is impacting positively on the progress children are making from their starting points. The school's extensive range of partnerships enhances significantly the use of outdoor and community learning.

■ Education authority progression pathways are in place for all areas of the curriculum. Teachers are beginning to use, and adapt these, to better meet children's needs. Teachers use the information from GIRFEC 'life grids' and curriculum pathways to develop children's individualised timetables.

■ The school works with a wide range of partners including, education and health, third sector, business and leisure to support the delivery of the curriculum. The school's recent focus on incorporating approaches to DYW provides children with a wide range of experiences and activities tailored to their individual needs. Almost all children have an appropriate individualised learning pathway, including time in their mainstream school. This is helping learners to develop skills for learning life and work in real life contexts. The school should continue to ensure that all curriculum pathways are coherent and progressive and provide children with their full entitlement to a broad general education.

■ Effective transitions meet the needs of children and their families well. As a result, almost all children spend an increasing amount of time in their mainstream school. At points of transition, children are supported well to be confident and settled leading to increasing sustained positive destinations.

2.7 Partnerships: Impact on learners – parental engagement

■ The school uses a variety of flexible approaches to communicate with parents, including daily diaries, newsletters, and phone calls. This supports the positive relationships between parents and staff. The school should continue with its plans to develop further how it engages parents in the life and work of the school. Parents value the work of the school and the progress their children are making. The school is working well to remove barriers to participation. As a result, parents' engagement at school events is increasing. The school should now establish more opportunities for children and their families to learn together.

■ A range of partners supports the school very well. There is a shared focus on the wellbeing of each child. The school communicates well with partners. Partners know that their contributions are valued

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, children benefit form a very caring and supportive learning environment. This very caring ethos places children at the heart of the school. As a result of high quality relationships with skilled staff, children are happy and engaged. Staff know children very well and the school uses a very effective 'huddle' meeting system to meet the changing needs of learners. Staff have a strong understanding of children's needs and interests and are flexible in the support they provide. This ensures children's needs are known well across all aspects of life at school.

- Ensuring children's wellbeing is a key strength of the school. All children are valued, cared for, respected, and included without prejudice or judgement. Positive relationships with adults support children with their emotional development. Children know the wellbeing indicators very well and can speak confidently about what aspects of their life contribute to their wellbeing. They know how to make positive choices to improve their wellbeing. The school should develop further children's understanding of their rights.

- The school has reviewed its approach to positive relationships. Children are now more able to self-regulate and interact in more pro-social ways. Professional learning in trauma, adverse childhood experiences, and attachment has increased staff's understanding of children's needs. As a result, children are able to re-engage with learning more quickly. Effective monitoring and tracking data demonstrates a significant reduction in the frequency, duration, and impact of distressed behaviour.

- The school seeks children's views through the pupil voice group. Almost all children feel safe within school and staff treat them with respect. The school has also been very successful in reducing incidents of challenging behaviour year on year.

- Children have very good opportunities to experience outdoor education, both in the school grounds and beyond. Trained staff offer accreditation for skilful bike riding and maintenance to children. The school shared grounds and facilities support children to play and learn together, for example through football. A trim trail fosters children's imaginary play, as well as providing regular exercise. In the school garden, children learn how to grow and tend plants alongside their peers. This is leading to a better understanding of healthy eating and nutrition. Through these high quality learning activities, children are gaining an appreciation of the environment and developing responsible attitudes to caring for it. These important skills for life increase children's confidence and self-esteem. Children are justly proud of the accreditation they achieve for this work.

- The school fosters a shared understanding of the dignity and worth of every individual. A wide range of partners support the work of the school in building a culture of mutual trust and respect and positive relationships.

- Pupil Equity Funding is improving children's access to wellbeing experiences, such as art therapy. This supports a number of children to become more relaxed and to increase their awareness of respect and responsibility. This is impacting positively on children's wellbeing.

- Senior leaders have a strong understanding of legislation and statutory requirements. They ensure that all staff know what is expected of them. Relevant policies and procedures are in place. Staff engage regularly with relevant professional development. They ensure they keep abreast with issues affecting the wellbeing, and inclusion of all children. Professional learning in approaches to emotional development are impacting positively on children's resilience. All staff are eager to take on board professional learning in how they can better meet children's needs and they regularly share their learning with each other.

- The school's focus on inclusion ensures almost all children maintain good links with their mainstream school. This is resulting in almost all children spending increasing amounts of time learning alongside their peers in their local mainstream school. The school has a successful record of accomplishment in transitioning children back into local mainstream schools. The school should continue to develop this very strong practice to support more children to attend a local mainstream school for more of their education.

- The school makes very good use of 'GIRFEC life grids' to help children identify their strengths and areas for development. These plans help to inform the curriculum and teachers' planning and lead to individual timetables for learning. As a result, children engage well, and make good progress in, their learning. 'Pupil passports', structured around the wellbeing indicators, support staff to know children and their individual needs well. The involvement of parents in the review and development of 'pupil passports' strengthens this understanding. Children's passports identify learning targets. Parents and children review these targets every six to eight weeks. This supports children to know their opinion is valued and what they are trying to achieve. The school should continue to develop further the design and use of these passports.

- The school celebrates diversity through a range of learning activities both in school and in the community. Children are developing their understanding of different religious customs and learning about the challenges facing elderly people in the community. The school should now develop further how it supports children to understand issues related to diversity. Children are involved in the life of the school through fund raising for charity appeals. These activities support children to develop their understanding of themselves as global citizens.

3.2 Raising attainment and achievement	good

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

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

Attainment in literacy and numeracy
■ All children have experienced interrupted learning prior to attending the school. Most children are making good progress from prior levels of attainment taking account of their additional support needs. Due to the fact that every cohort in this school is fewer than ten, statements about progress have been made to ensure the anonymity of individual children.

Literacy and English
■ Overall, most children are making good progress in literacy and English.

Listening and talking
■ Most children listen well and are respectful of the views of others. They take turns and contribute their ideas to discussions responding appropriately to what others say. Children are able to talk about dynamic balance movements in physical education, using appropriate strength and balance vocabulary. Most children speak enthusiastically about their outdoor learning opportunities. They are able to describe their learning using appropriate vocabulary. Children are developing their confidence and ability when talking about their strengths and next steps in their learning. The school should now develop further the talking and listening curriculum to support progression in skills as children move through the school.

Reading
■ Most children engage well with a range of books and other texts such as biographies, magazines, and digital print. They read texts with varying degrees of fluency using phonological awareness and decoding of words. Most learners demonstrate a good understanding of what they are reading by answering questions and completing digital quizzes linked to texts. Children read regularly at the start of each school day. They can talk about different book studies they have carried out in class. Children transfer their reading skills well in other curriculum areas, such as interdisciplinary learning and science. The well-stocked class and school libraries supports children to access a wide range of challenging texts for enjoyment.

Writing
■ Most children are supported to write for a range of purposes and write across genres. Most children can use a pencil with increasing control and form lower case letters legibly. A few children can use varying approaches to starting a sentence. Most children, who would not engage in writing before attending the school, are now able to participate in writing tasks. There is scope for almost all children to make better progress in writing. Teachers should continue to support children to improve their grammar, presentation, and spelling. Children should be supported to improve their independent writing. Children would benefit from discussing their writing to help them understand better what they need to do to improve. Staff should continue to make use of digital technology to support the development of children's

writing.

Numeracy and mathematics

■ Overall, most children are making good progress in numeracy and mathematics from their prior levels of attainment. All children in the school are working towards achieving early or first level numeracy and mathematics. Across the school, children require support to develop further their skills in shape, position and movement and information handling.

Number, money and measurement

■ Most younger children can identify the place value of numbers in a two-digit number. Most know numbers which are more, or less, than a given two-digit number. They can use shapes and patterns to extend a pattern. Most learners can extend number patterns up and down, using whole numbers. Almost all children know the value of coins and notes. Most can add coins to the exact value of an item less than £1. They can use single digit multiplication tables to calculate products and quotients.

■ Most older children can add and subtract using numbers with 4 digits. They use times tables to perform simple calculations. Most children can convert decimal fractions in tenths to fractions. A few can identify simple fractions, such as quarters and halves, of a shape. Most children can find half, and double, of an amount in whole numbers. Most children can tell simple times on an analogue clock face.

Shape, position and movement

■ A few younger children can name, and describe the properties of a few regular two-dimensional shapes. Most older children can identify a range of regular two-dimensional shapes and three-dimensional objects.

Information handling

■ Older children can gather information from a simple bar graph.

Attainment over time

■ Most children's attainment over time shows an increasing trend since 2016/17. Most children are progressing through, and achieving, early and first level across all organisers in literacy and numeracy. Children's 'golden folders' evidence their progression, from prior levels of attainment, well. Teachers need to maintain a focus on raising children's attainment to ensure all children make the best possible progress in their learning. Staff should continue to develop how they track and monitor children's progress against individual targets in their 'Pupil passports'.

■ The school's approach to developing children's wellbeing is significantly improving relationships across the school. A recently refreshed relationship policy focusing on alternative approaches to safe holding is helping staff support children to manage their communicative behaviours very effectively. This is leading to a reduction in the number incidents resulting in exclusion. The school has significantly reduced the use of safe holds, with no safe hold recorded for 18 months.

Overall quality of learners' achievements

■ Children are developing their skills well in a range of activities within core class time and in learning activities with partners. Children know, and can describe, when they have been successful in class activities. They show confidence when taking on new challenges such as working with horses or gardening in the school garden. Children show high levels of responsibility when interacting with others in school. They are considerate of each other and understand the importance of taking responsibility if they have made a mistake. Children

undertake positions of responsibility within the school willingly. They enjoy being responsible and the feeling of success they gain when they have done a job well. Children contribute effectively to the wider school community by for example, campaigning to help clean up the local area. Children's achievements are celebrated at regular school assemblies. The school now needs to robustly track and monitor the skills children are developing through their wider achievements.

Equity for all learners

- The school's curriculum is highly personalised to the needs and interests of each child. As a result, all children access learning which meets their needs at most times. The school's approaches to developing children's wellbeing supports children effectively to reengage with learning. Staff know each individual child's socio-economic background well. They ensure every child has access to as wide a range of supports as they require. The school uses Pupil Equity Funding to employ the services of an art therapist. Initial responses from children indicate this initiative is impacting positively on their ability to understand their feelings. They report they are now more able to self-regulate their behaviours. The school now needs to evaluate the effectiveness of this initiative more robustly to measure its impact in improving children's attainment. Almost all children attend the school on a shared placement with their local mainstream school. Most children's attendance at the school is in line with the national average. The school should continue to support all children to ensure they attend as well as they can. A few children return successfully to mainstream primary school or move on to a full-time secondary school.

School Empowerment

■ Staffing

■ The headteacher has the flexibility to make decisions about leadership and staffing structures within the school, in line with the staffing budget. He plays an active part in developing job descriptions for the recruitment of advanced pupil support workers (PSW). The recruitment procedures in the school are transparent. The SLT carry out interviews using a range of agreed questions to select the best candidate for the job. As leaders, they are empowered to appoint PSWs with skills and experience who are suited to the school and in accordance with the best interests of children.

■ The headteacher seeks to address any staffing shortages that impact on the quality of provision provided to children and their families. He deploys PSWs across the IWS for short-term absences to ensure that children know and trust the people who work with them.

■ Pre-employment checks are carried out in accordance with local guidance before PSWs begin their new roles. All PSWs are appointed on a permanent basis.

■ PSWs follow an induction process that ensures that they are prepared to meet the needs of children. This programme ensures that new inductees are familiar with, and understand, national and local child protection and safeguarding procedures. On joining the school, recently recruited PSWs shadow more experienced staff. A coaching and mentoring approach ensures that new inductees are familiar with the school's ethos, values, and aims. A focus on learning and teaching and approaches to positive behaviour management have a high profile during this induction period.

■ The SLT carries out annual reviews with PSWs. CLPL opportunities and targets for further development are identified. PSWs actively identify professional learning such as mental first aid, trauma, and resilience and diversity, which they would like to undertake to upskill their practice.

■ The culture and ethos of the school is focused on the needs of staff, children, and partners. PSWs feel empowered to lead discussions, suggest and make decisions about children's learning. They understand that there are clear routes of communication if they have a difficulty that they wish to resolve. Daily and bespoke huddle meetings enable PSWs to discuss issues relating to children. Regular meetings with the principal teacher resolve any whole school or class issues. Informal and formal meetings are available to them to discuss employment issues with the headteacher. He is supportive of PSWs right to join a trade union.

■ PSWs are instrumental in delivering improvements to children's learning and wellbeing. Their leadership of aspects of the curriculum is impacting positively the quality of learning and teaching, widening the curriculum offer and improving the wellbeing of learners. PSWs willingly use their capacity, capability, and leadership roles in, for example, yoga, swimming and science, technology, engineering and mathematics (STEM) to provide a range of activities to support children's learning.

■ The SLT consult PSWs about school improvement alongside teachers, and children. This informs the school's improvement agenda.

Practice worth sharing more widely

The approaches to the use of safe holds, physical intervention and seclusion.

From the start of the headteacher's appointment at the school, there has been a move away from the use of physical interventions, safe holds and seclusion in managing behaviour. To address this situation the headteacher instigated CLPL opportunities for staff to understand nurture and trauma informed approaches to equip staff and enable children to feel safe, included and involved in the school.

A core component of this work was analysing data around the use of physical interventions, safe holds and seclusion as well as attendance and exclusion rates. Evidence in the school demonstrated that previously, using safe holds had become the default position for staff when managing challenging behaviour. To address this, the headteacher has led successfully led the staff team in engaging in practitioner enquiry, professional reading and research to find other approaches. This resulted in the development of 'GIRFEC life grids'. These grids enable children and their families to influence the change agenda around the use of physical intervention, seclusion and safe holds. Working with children and staff, the school developed a rights-based approach to managing challenging behaviour, that does not include the use of seclusion, physical intervention and safe holds. As a result of this approach, current data indicates that children's wellbeing has improved, as has their attendance at school. The rates of exclusions have decreased significantly, as have the number of challenging incidents. Children are more readily reengaging in learning more often throughout the school day.

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.