

Summarised inspection findings

Aboyne Primary School and Nursery Class

Aberdeenshire Council

28 February 2023

Key contextual information

Aboyne Primary School is located in the town of Aboyne on Royal Deeside, Aberdeenshire. The school roll currently sits at 268 children, plus 45 children in the Nursery Class. The school also includes provision for children with additional support needs who attend the Community Resource Hub. The substantive headteacher is currently on a career break. The acting headteacher has been in post since August 2022. He is supported by a depute headteacher and a principal teacher. In recent years, the school has faced challenges in the recruitment and retention of teaching staff.

1.3 Leadership of change

weak

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

- Aboyne Primary School and nursery class team has experienced considerable change in recent years. The current leadership team has been in place since the start of this school session and is committed to improving outcomes for all learners. They have reviewed their roles and responsibilities and are beginning to implement new approaches to support more effective processes across this school. Work is at an early stage of development and implementation and is not yet impacting on children's progress or attainment.
- The refreshed vision, values and aims are displayed around the school. These reflect the principles of national guidance including Getting it Right for Every Child (GIRFEC) and the United Nations Convention of the Rights of the Child (UNCRC). Regular assemblies focus on the school values of honesty, respect, responsibility, happiness, achievement, and kindness. Children can talk about the values and the information shared at assemblies. Children who model school values are celebrated on 'Shout Out' displays. However, all the values are not yet demonstrated or applied consistently by all children and staff. Staff need to raise their expectations for the standard and quality of children's work, behaviour, and relationships. Children across the school need supported to develop appropriate communication skills that demonstrate respect for each other and all adults. Staff should work together, and with parents and children, to establish a shared understanding of acceptable classroom cultures and ethos. Too many children are passive learners who do not always feel included or valued. Led by the leadership team, all staff should ensure that all children can participate actively in class and group discussions. They need to ensure that lessons are not dominated by a few more vocal pupils. Teachers need to take more responsibility for managing relationships and behaviour in their classrooms, they are over reliant on school leaders to resolve low level issues. This would free up time for school leaders to implement school improvement priorities.
- Staff know the children, their families, and the community well. They understand the range of challenges faced by families living in the town and surrounding area. School leaders have recognised gaps in children's learning and achievement, particularly at first level. There is a need for prompt action to ensure planned interventions are delivered to the children most in need of support.

- The COVID-19 pandemic and staff changes have had an impact on the capacity of the school to maintain links with partners across the local community. The leadership team has plans to re-establish links with local business partners. This is part of their work to offer children opportunities to develop skills for learning life and work. School leaders should also take steps to foster effective partnerships with schools across their cluster.
- The acting headteacher is committed to improving the school. He acknowledges there is an extensive improvement agenda and recognises the need to challenge long established attitudes and practice. The school team is beginning to work together on school improvements. The acting headteacher is gaining the trust of staff who find that the leadership team listens to their views and are approachable and responsive. School leaders should build on this improving team work to increase the pace of change and provide strong strategic direction. There is a need to ensure collegiate time and professional learning addresses priorities that improve outcomes for children. School leaders need to take prompt action to improve approaches to learning, teaching, and assessment across the school. This is necessary to meet children's learning needs and motivate and engage learners. Staff should also review the model for supporting children with additional support needs. This includes a review of how staff use and apply staged intervention processes.
- School leaders should ensure support staff engage in professional learning that better supports their capacity and skills to support children in their learning. For example, as the school continues to develop and improve approaches to the learning and teaching of writing and numeracy, support staff would benefit from participating in shared professional learning activities with the teachers.
- In recent years, the school has faced challenges in the recruitment and retention of teaching staff. This is having a negative impact on children's experiences and school improvement. The local authority should take steps to support the school in this matter. Investment in training and professional learning is not sustained or impacting change due to frequent staff turnover. This, alongside weak approaches to planning and assessment are having an impact on children's learning and progress. Improved whole school processes, approaches and guidance would offer a framework to support teachers, particularly new and or temporary staff.
- A variety of factors have had an impact on the capacity of the school team to embed and sustain rigorous approaches to self-evaluation for self-improvement. The acting headteacher and the whole school team, supported by the local authority, should ensure the work of the school is regularly monitored, evaluated, and reviewed. There is a need to ensure agreed plans are acted upon, and that all developments lead to improved outcomes and experiences for learners. The acting headteacher should ensure the nursery class is included in whole establishment improvement and quality assurance.

2.3 Learning, teaching and assessment

weak

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

- The variable quality of learning, teaching and assessment is having a negative impact on children's experiences across the school. Prompt improvement of learning teaching and assessment is key to improving children's progress, attainment, achievements, relationships, and behaviour. The acting headteacher is rightly placing a renewed focus on the school values. A few teachers use the values well to praise children's efforts and promote positive relationships. All teachers should now ensure they use the values in their day-to-day interactions with children in their class. They should support all children to understand how they can use the values to influence and support their interactions with their peers and adults in the school.
- The acting headteacher has introduced a new display policy. He has emphasised the importance of celebrating children's progress in learning. Children are proud of their work which is now displayed in shared areas throughout the school. Across the school, teachers should build on this positive start to increase further children's engagement and motivation in their learning, progress, and achievements. Teachers need to have higher expectations of what learners can do. Staff should work with children to improve standards of presentation in all written work. In a few classes, the quality of work presented in jotters is unsatisfactory. Teachers should ensure children's work is assessed and marked appropriately. Children are not clear on what they need to do to improve their work. Teachers need to make more effective and consistent use of praise and quality feedback to learners.
- In most lessons, the pace of learning is too slow. In most lessons, learning activities are not well matched to children's needs and interests. There is an overreliance on teacher-led presentations and commercial worksheets and resources. This is leading to many children being passive in their learning and results in low-level disruption in almost all classes. Senior leaders should work with staff to ensure all children experience learning activities that are appropriately challenging and meet their needs. Staff should ensure the resources and activities they select are of the highest quality, offer variety of task, and meet the needs and interests of the children.
- Most children have opportunities to work in pairs and small groups. They enjoy working with their peers to share ideas and answer questions together. Teachers should introduce a structured approach to help children develop the skills required to work more effectively in pairs and groups that better reflects national standards for listening and talking.
- Overall, the quality of teaching is not of a sufficiently high enough standard. The acting headteacher has begun to work with staff to explore the features of effective learning and teaching. He should continue to support staff to agree a shared understanding of what highly-effective learning and teaching looks like at Aboyne Primary School. It will be important

to use this agreed standard to engage teachers in professional discussion as part of the school's ongoing quality assurance programme.

- Most teachers give clear instructions about the tasks they want children to complete. However, in almost all lessons teachers do not ensure all children are listening to their instructions and explanations. As a result, children often do not complete tasks that are set. Most teachers use questioning to check children's understanding. A few teachers use open-ended questions to extend children's thinking. Across the school, children need regular opportunities to engage in learning activities that develop their critical thinking and problem-solving skills.
- Teachers at early level have developed learning spaces to support play. They are at the early stages of exploring the role of the adult in supporting learning through play. Senior leaders and teachers should continue to engage in professional learning to support approaches to play. The school team should link more closely with the nursery class team to support and challenge children across early level.
- Across the school, teachers have engaged in professional learning to help them share the purpose of lessons with children. As a result, almost all teachers share the purpose of learning activities with children at the start of every lesson. In a few classes, teachers refer to this during the lesson to help children reflect on their learning. Teachers should build on this approach ensuring children fully understand how to be successful in their learning. Children should be involved in co-creating clear and appropriate success criteria.
- Almost all teachers use interactive whiteboards to share presentations and video clips with children. Children enjoy singing along to video clips of French songs and collating their planning ideas for writing tasks on the whiteboard. Teachers should explore further opportunities to use a range of technology to engage and motivate learners across the curriculum. They should ensure children access and use a range of digital tools in their learning across the curriculum.
- Teachers would benefit from a shared understanding of the national learning, teaching assessment and moderation cycle. Senior leaders create long term plans for use by teachers. Teachers work together at early, first and second level to discuss tasks, activities, and resources for children to complete during short four-week blocks. This allows teachers to share ideas. Senior leaders now need to review approaches to medium and short-term planning. They should ensure all teachers plan appropriate learning for groups and individuals that meets children's needs and takes account of prior learning. Teachers need to ensure planning across a level provides children with progressive and appropriately challenging learning across the curriculum.
- Teachers plan assessments using a range of commercial resources. Senior leaders should work with teachers to ensure the National Benchmarks are used effectively across the curriculum to inform judgements about children's progress. A few teachers use formative assessment strategies during lessons. Teachers recognise the need to develop a consistent, whole-school approach to assessing children's progress. This will support them to make reliable judgements on children's progress based on a sound evidence base. In taking this work forward, they should consider the role of children in assessing their own progress and identifying their successes and next steps in their learning.
- Teachers are aware of the need to engage in moderation activities within their school and across the cluster. This will support them to develop a stronger understanding of progress within and across a level.

2.2 Curriculum: Learning pathways

- Senior leaders provide teachers with a three-year curriculum overview for each Curriculum for Excellence (CfE) level. They also agree with teachers the contexts for learning for this period. Used effectively, this overview supports teachers to plan learning for all CfE experiences and outcomes. Senior leaders should review this approach to ensure it provides flexibility to meet the needs and interests of all learners. They should also consider how the curriculum provides opportunities for children to develop skills for learning, life, and work.
- As a matter of urgency, senior leaders should introduce progression pathways across the curriculum. They should support teachers to plan learning, particularly in literacy and numeracy, that supports children to build on prior learning and make appropriate progress.
- Teachers group CfE experiences and outcomes across the curriculum. They use these to plan interdisciplinary learning (IDL). Children are beginning to influence their learning using a 'Big Question' approach. Teachers should build on this positive start and further develop approaches to IDL. They should ensure learning contexts are relevant and motivating, providing children with opportunities for personalisation and choice.
- Teachers are at the early stages of planning quality outdoor learning. A few classes have weekly opportunities to learn outdoors. Small groups are supported through the schools 'Nature Nurture' programme. This is supporting children to manage their emotions. Teachers should continue to develop approaches to outdoor learning. They should develop a progressive learning pathway to ensure all children experience challenging outdoor learning that builds on prior activities and learning.
- Senior leaders should continue to monitor children's experiences to ensure planned physical education takes place each week.

2.7 Partnerships: Impact on learners – parental engagement

- Parents and carers are very interested in their children’s learning and progress. They want the best for their children, and many are keen to support the school as it continues its improvement journey. Parents recognise the challenges the school has faced in providing communication regularly and effectively. A range of platforms have been used, and parents are eager that a consistent approach is embedded. Parents feel that the quality and frequency of communication is too variable and too dependent on the approaches of individual teachers.
- Parents are very unhappy about the frequent staff changes that have a direct impact on their children’s learning. School leaders should engage with parents to ensure there is a shared understanding of steps being taken to ensure children experience continuity in their learning during periods of change.
- The newly refreshed Parent Council is at the early stages of developing its role and building a relationship with the acting headteacher and staff team. They are keen to support school improvement and eager to involve more parents.
- As the school embarks on improvements, senior leaders should ensure parents are involved and engaged from the outset.

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

weak

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

- Staff are working well together to establish an inclusive school community. As a result, the majority of children feel safe in school. Most children report they have someone they can speak to if they are upset or worried about something. The majority of children agree that other children treat them fairly and with respect. However, a significant number of children are unsure about these features of school life. Staff recognise the need to review and refresh the school's positive behaviour and relationships policy. This work should be undertaken with immediate effect. Staff should engage with children and parents as part of the review process. A significant number of children and parents feel bullying is not always dealt with well. Going forward, it is important the school community develops a shared understanding of anti-bullying education and that school values are demonstrated by all.
- Senior leaders commit considerable time each week to supporting the wellbeing of children. They often help children become calm and more ready for learning. Class teachers are over reliant on support from the leadership team across the school day, to deal with children demonstrating low level behaviour incidents. There is an urgent need to develop a whole school strategy to improve this culture. A few children engage frequently in risky behaviour. School leaders should review approaches to recording incidents in school to support effective monitoring and analysis of situations. Accurate records would support effective review meetings and the planning of appropriate next steps for individual learners.
- Children across the school are at the early stages of developing their knowledge of the wellbeing indicators. They identify well ways that staff help them to make healthy choices, be active and keep safe. For example, learning about online safety, making healthy eating choices and good personal hygiene. Staff have recently introduced a wellbeing assessment across the school. All children answer questions directly linked to the wellbeing wheel two times per year. Children reflect on their wellbeing indicating if they feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Senior leaders and teachers monitor all responses to the wellbeing questions. This is helping staff to understand better the wellbeing needs of individual children. Staff ensure children who have identified wellbeing concerns are supported with appropriate interventions, for example, outdoor nurture and emotional regulation groups. Staff should continue to embed the language of the wellbeing indicators in daily school life. This should help children to discuss and reflect on their own wellbeing and identify next steps to improve.
- Most children enjoy the school grounds at break times and lunchtimes. The school grounds and local area offer children regular opportunity to play and learn outdoors. They experience physical activity sessions each week. Children would welcome the opportunity to engage in more sporting activities through the reinstating of extra-curricular clubs. Senior leaders should work with school partners, including Active Schools coordinators and Aboyne Academy, to support children to participate in a range of sports.

- The majority of children feel that staff listen to their views and take them into account. Senior leaders and teachers are in the process of reinstating pupil leadership groups. Plans show that all children across P4-P7 will participate in a range of leadership groups. Children are looking forward to having opportunities to be included and involved in the life of the school through this activity. Groups include, a pupil council, play leaders and community links. As the groups evolve children should be encouraged to take a leading role in developing intended outcomes and actions for each group. This would promote further children's skills for learning, life, and work and in becoming responsible citizens and effective contributors. Staff should also consider how younger children can be more involved in this aspect of school life.
- All children have recently begun to engage with children's rights. All classes, at the start of the new school year, created class charters which are displayed in their classroom. Children need more opportunities to learn about the UNCRC in meaningful and relevant contexts. This will support them to developing an understanding both how they should be treated, and how they should treat others.
- A new health and wellbeing programme has been introduced this session. At this early stage of implementation, it is not yet possible to measure the impact of this new programme on outcomes for learners. When used effectively, this progressive programme also provides opportunities for children to develop their understanding of equality and diversity. Through the school's religious and moral education programmes, all children have opportunities to learn about Christianity and other world religions. This is helping them develop their understanding and appreciation of different religious and cultural events.
- The acting headteacher and staff are developing their knowledge and awareness of statutory duties. The acting headteacher follows local authority guidance appropriately when situations and needs arise. As the school continues to develop the wellbeing, equality, and inclusion agenda, the acting headteacher should ensure that all staff are fully up to date with statutory requirements. Next steps should include a focus on additional support needs and equalities. There is a continuing need to improve outcomes for all learners.
- Senior leaders need to develop a comprehensive system to monitor and track attendance. A few families require support to ensure children attend school more regularly. Senior leaders should liaise closely with parents, the local authority, and appropriate partners to ensure all children access their entitlement to full-time education.
- Senior leaders have identified the need to review their processes for the planning, implementation, and evaluation of interventions to support children with identified barriers to learning. As a priority, children's progress in relation to planned targets requires to be evidenced. This is to ensure interventions are effective and are leading to improved outcomes for the most vulnerable learners. Senior leaders, supported by the local authority, should provide staff with relevant professional learning around the use of the staged intervention process. This will ensure all staff understand their roles and responsibilities in supporting children with identified barriers to learning.
- The acting headteacher uses Pupil Equity Funding (PEF) for additional staffing and resources. The principal teacher has plans to support identified children using a range of interventions and activities. These plans are not yet being implemented. As work progresses, it is essential that staff monitor and evaluate the impact interventions have on closing the poverty-related attainment gap.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector discussed

this information with relevant staff. Areas for development have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement

weak

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. However, this is not a consistent picture and there should be a greater pace of progress in literacy and numeracy. Assessment data provided by the school is based on teachers' professional judgements. There is a lack of consistency in the use of assessments to support teachers' professional judgement throughout the school. As planned, senior leaders should build the confidence of teachers in their use of a range of assessments, data, and moderation activities to ensure professional judgements are increasingly robust. Teachers would benefit from engaging more closely with National Benchmarks to ensure they have a robust approach to assessing children's attainment and achievement and closely monitor progress. This will ensure professional judgements are reliable and contribute to plans to raise attainment.

Attainment in literacy and English

- Overall, children make insufficient progress in literacy and English. There is a significant decline in children's attainment and progress at first level. Senior leaders should take immediate action to address this decline.

Listening and talking

- Across the school, children are confident and articulate. They are eager to contribute their ideas and bring much from life experiences to contribute to discussions. However, they do not demonstrate or apply national standards in their communication in class. Most children require support to take turns and listen to the ideas and opinions of others. They do not build on the ideas of others in a respectful, age-appropriate way. Children across the school need regular opportunities to develop their listening and talking skills through a planned, structured approach.

Reading

- At early level, most children recognise initial sounds and simple blends. They are building confidence in reading common words. At first level, children talk about the books they are reading in class. With support, they summarise the story and talk about the characters. They are beginning to identify simple features of non-fiction texts. Most children read with increasing fluency and a few use expression well. Children at first level are not yet confident in answering inferential and evaluative questions about familiar texts. At second level, children enjoy selecting books they like for guided reading lessons. Most children talk confidently about favourite authors and give simple explanations about the types of books they enjoy. They are at the early stages of identifying techniques authors use to engage readers. The school does not have a consistent or progressive approach to teaching reading. As a result, children are not all accessing texts that support progress and development. Overall, children need to access a

wider range of appropriately challenging and age-appropriate texts. They need to develop their confidence in answering increasingly complex questions about the texts they are reading.

Writing

- Overall, children are making insufficient progress in the development of writing skills. Across the school, children write for only a limited range of purposes and do not write at length regularly. Too many tasks involve the simple completion of worksheets. Most children do not use punctuation or capital letters well. Children do not use their knowledge of phonics or spelling rules to spell known words. Children's handwriting and presentation is not of a sufficiently high enough standard. By second level, children have explored writing techniques such as, alliteration and onomatopoeia, however they do not apply these in their written work. School leaders need to take prompt action to address this aspect of children's learning.

Numeracy and mathematics

- Overall, the majority of children are making insufficient progress with numeracy and mathematics. There is a need for staff to ensure a greater pace of progress for children across all levels. Staff should continue to develop approaches to make sure children regularly engage in problem solving tasks, allowing them to talk about their learning and to explain their mathematical thinking. At all levels, children should be provided with regular opportunities to practise mental agility questions and strategies. Children would also benefit from increased opportunities to apply their learning in numeracy and mathematics across the curriculum in real-life contexts.

Number, money and measure

- Children who are secure at early level can count forwards and backwards, partition two-digit numbers and add and subtract to 20. They can double and halve numbers. At first level, children can round whole numbers to the nearest 10 and 100 and demonstrate understanding of zero as a placeholder. They are hesitant in using multiplication calculations. They can use coins and tell the time on analogue clocks. All children at first level would benefit from more practice solving word problems and applying mental agility number skills. Children working towards second level use multiplication and division facts, can read and record time in both 12-hour and 24-hour notation and carry out money calculations involving the four operations. Children working at second level are not confident using fractions, decimals and percentages and need to improve their knowledge of the link between speed, distance, and time.

Shape, position and movement

- Children who are secure at early level can describe the properties of, and identify lines of symmetry, within two-dimensional shapes. They can use positional language. At first level, the majority of children can explain the properties of shape. They can identify right angles and use coordinates on a map. At second level, children understand perimeter, area and can identify diameter and radius within circles. Children working towards second level are less confident to demonstrate their knowledge and understanding of practical tasks in measuring units of weight and volume.

Information handling

- Children who are secure at early level can use their knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways. At first level, children are not confident to tackle information handling tasks and cannot read simple graphs and charts. At second level, the majority of children can collect, organise and display data in a variety of ways. They would benefit from opportunities to develop information handling skills through real-life contexts and in using digital platforms to enhance and extend their learning in this area.

Attainment over time

- Senior leaders have recently implemented a tracking system and introduced termly meetings with staff to discuss progress in literacy, numeracy and health and wellbeing. As a result, staff have identified interventions to increase attainment and improve outcomes for children in literacy, numeracy and health and wellbeing. The impact of these interventions is not yet evident. As planned, senior leaders should embed processes to monitor the progress of individual children and cohorts. This will give senior leaders confidence that targeted interventions are having a positive impact on closing gaps in attainment over time. There should now be a clearer focus on evidencing how staff accelerate progress and a need for staff to accurately evidence children's progress.
- The school team does not yet track and monitor children's progress sufficiently well or accurately to give an indication of how well children are progressing across the curriculum over time. As planned, senior leaders should continue to develop ways to track children's attainment across the curriculum to monitor appropriate progress and achievement over time.

Overall quality of learners' achievements

- Children have opportunities to share and celebrate personal achievements within and outwith school at weekly assemblies. These achievements are linked to school values and CfE capacities.
- The pandemic, and frequent changes in staff have had an impact on children's wider achievements in school. In previous years, children had a range of opportunities to develop leadership skills through for example the eco-committee and pupil council. The school has plans to reinstate clubs and committees. Children are unable to talk confidently about the skills they are developing through their achievements. Staff should ensure children take a meaningful role in evaluating and recording the development of their skills for learning, life and work through pupil leadership and other opportunities.
- Staff are at an early stage of tracking children's participation in clubs and involvement in leadership roles. As planned, staff should now use this data to identify children who are risk of missing out. They should plan appropriate opportunities within the curriculum and across the contexts of learning to ensure that all children achieve more widely and develop skills for learning, life, and work.

Equity for all learners

- Staff are mindful of the cost of the school day. A breakfast club is providing children with a healthy and nurturing start to the day.
- The acting headteacher has identified use of the majority of PEF to provide additional staff to provide targeted support in literacy, numeracy and health and wellbeing for groups of children. At the time of inspection these groups had not been fully implemented and as a result, are not yet having a demonstrable impact for identified learners. As planned, senior leaders should ensure that interventions commence as a matter of importance. They recognise the need to monitor and gather robust evidence on the impact of interventions and approaches on improving outcomes for identified groups of learners. The staff team needs to demonstrate how they are closing the attainment gap caused by children's socio-economic circumstances.

Quality of provision of Special Unit

Context

The Community Resource Hub supports eight children and the enhanced provision unit supports 25 children, all of whom have additional support needs. Children attend the designated hub area in the school for some aspects of their learning and also attend mainstream classes in Aboyne Primary School. Learning and teaching within the hub and mainstream classes is based on the individual needs of children. In addition, children in the school can attend the hub for specific activities such as nature, nurture, and music.

Leadership of change

The hub has undergone a period of change, including significant refurbishment to the space. Staff are now keen to develop the hub further to maximise the learning opportunities for children. Children have good opportunities to learn alongside their mainstream peers. Senior leaders should work with staff to review the hub provision, including the deployment of staff, to ensure the needs of all children are met.

- Staff would benefit from further opportunities to identify what is working well currently and what needs to improve.
- The acting headteacher is working with the deputy headteacher to review the hub provision to identify areas for improvement. As part of this review, they should ensure that there are improved approaches to assessing the needs of children in line with local authority staged intervention approaches. The review should focus on how they can monitor better the impact of interventions, models of support, and the deployment of staff.
- There is a strong sense of teamwork amongst staff in the hub. They also feel that there is a positive culture of collegiate working with staff in the school, such as joint professional learning and planning learning for children. Support staff would welcome further training in areas such as autism. Support staff feel they would also benefit from attendance at review meetings for children to provide information about children's learning and progress.

Learning, teaching and assessment

- Almost all children in the hub engage well in their learning. They have positive relationships with staff and with each other. Staff have a good understanding of children's additional support needs and plan learning that appropriately meets these needs. Staff use positive approaches to support children to make choices about aspects of their learning. For example, their ability to access learning in mainstream classes depending on their emotional wellbeing. Teachers should continue to support children to develop a better understanding of their own learning and the skills they are developing.
- Teaching activities take appropriate account of the individual needs of children. The refurbishment to the hub has allowed the introduction of activities such as cooking and baking. Staff should ensure such activities promote healthy eating. Children benefit from regular learning in the nearby forest through 'Nature Nurtures' sessions. These sessions help children regulate their behaviour, understand risks and participate in physical activities within the natural environment. There are opportunities for staff to build on these positive approaches to teaching and learning and continue to ensure learning activities are creative and are set within meaningful contexts.
- As they review the hub provision and staged intervention approaches, staff should develop clear assessment procedures to identify children's needs and progress they are making.

Senior leaders should develop approaches to monitor and track progress, achievement of targets and the impact of interventions.

Ensuring wellbeing, equality and inclusion

- Staff have an appropriate understanding of the wellbeing needs of children. They are sensitive to the social and emotional needs of children on a daily basis and understand how these can impact on their learning. Staff respond well when children communicate that they are finding activities challenging or if they need extra support. As a result, almost all children are happy and settled in their learning. They understand that they will be listened to by staff.
- Children's wellbeing outcomes are improving as a result of targeted interventions. Staff identify specific targets to help children in areas such as coping with change and responding positively to instructions. A few children are not able to attend school regularly or full time due to social and emotional needs. School staff should continue to work with children, their parents, and the local authority to ensure that all children attend full time and receive their full entitlement to education.
- Almost all children in the hub have opportunities to join their mainstream peers for aspects of their learning. The time spent in mainstream classes is planned for based on children's individual needs. Staff are sensitive to how children cope within mainstream classes and respond well when children indicate that they need to learn in the hub. As they review and develop the provision, staff should continue to ensure that children have as many opportunities as possible to learn alongside other children in the school.

Raising attainment and achievement

- Almost all children are making appropriate progress in literacy and numeracy. With improved approaches to assessment, monitoring and tracking, there is potential for some children to make even better progress.
- Children are developing an understanding of number and other mathematical concepts appropriate to their needs and stage. They can count, order numbers and use them in appropriate contexts such as counting and weighing when following recipes. A few children are learning about decimals, place value and developing an understanding of measure.
- Almost all children can communicate well. Targeted interventions are leading to improved approaches to communication, especially for a few children that use augmentative and alternative communication approaches. A few children can read and follow instructions. A few children are exploring text within reading books and using appropriate language to describe the characters and what is happening.
- Children have some opportunities to develop skills through activities such as swimming and 'Nature Nurture'. Children should have increased opportunities to achieve and develop skills across a wider range of contexts. They should be supported to contribute to the life and work of the school through leadership opportunities.

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.