

Summarised inspection findings

Dalintober Primary School

Argyll and Bute Council

28 May 2019

Key contextual information

Dalintober Primary School and early learning class (ELC) is a non-denominational primary school and early years class in Campbeltown on the Kintyre peninsula. At the time of the inspection the roll was 247 children in the primary classes and 47 children in the ELC. The headteacher is supported by a deputy headteacher and two principal teachers all of whom are class committed.

1.3 Leadership of change

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 headteacher's clear vision for the school is embraced by children, parents, almost all staff and the wider community. Her strong leadership and creativity underpins the school's direction of travel and is evident in a number of effective initiatives across the school. She is committed to inclusion and equality for all children and proactive in removing barriers to learning. Her leadership style is welcomed by staff who feel valued and empowered to follow their strengths and improve outcomes for children across the school. Her prior experience of the 'community schools' model to support children and their families is reflected well in the systems and approaches in place across the school. Her vision to close the poverty-related attainment gap through multidisciplinary approaches, the expressive arts and close working with families was enhanced through the use of Pupil Equity Funding. Staff across the school use their knowledge of children's social, economic and cultural backgrounds very well to plan interventions and improve children's progress.
- The headteacher is ably supported by the deputy headteacher, principal teachers and lead childcare and education worker. Collectively they have many strengths and interests such as music and drama that impacts well on the children's experiences. They are very knowledgeable and skilfully carry out their remits. Of note is the effective leadership and partnership working of the lead childcare and education worker and deputy headteacher in developing and evaluating the early level curriculum. Promoted staff, teaching staff and support staff work very well together and teamwork is strong. They support each other very well professionally and pastorally with high levels of empathy. Staff are clear about their strengths and how these contribute to the whole staff team and the direction of the school. They access formal and informal professional learning to improve their skills, knowledge and understanding. Of note is the level of commitment demonstrated by staff to the children and their strong sense of pride in the school.
- The headteacher, leadership team and all staff participate in a wide range of self-evaluation activities. They have a clear understanding of the strengths and areas of improvement of the school. Stakeholder's views inform decision making and are gathered to identify school improvement priorities. As a result, the pace of change is good overall. However, issues with the recruitment of staff have impacted on the progress made to achieving consistently high quality learning and teaching across the school. Moving forward, we asked the school to

review approaches to evidence gathering. There is a need to ensure a balance of qualitative, quantitative and observations evidence to inform improvement priorities within the school improvement plan.

- The inclusive approaches of the school are of note and staff embrace fully all children in a supportive and purposeful way. There are clear strengths in leadership at all levels which are relevant to the school and its community. The school team is well-placed to continue to reflect on their vision, values and aims within planned tasks, activities with clear measures of success. In doing so, there is a need to develop further opportunities for professional inquiry and ensure an evidence based approach to learning is in place. This will build staff capacity and reflect further the unique context of the school and the diverse needs of children.
- The school has a range of data which they use well to inform improvement plan priorities and are well placed for all staff to use this more effectively to identify patterns emerging within records such as children's attendance and pastoral notes. Staff are also planning to develop their skills, knowledge and understanding of their context through further collaborations with partners such as the Educational Psychology Service to rigorously evaluate progress. We asked the school to revisit the school improvement plan and streamline developments to reflect the headteacher's and promoted staff's clear vision for the school. Improve the articulation of the school's link between evidence gathered, identified priorities and short, medium and long term targets. For example, the school's very successful approaches to inclusion and supporting children with additional support needs universally are not easily identifiable within improvement planning documentation. There is a need to reflect on the value of whole school roll-outs of interventions and their appropriateness to enhance the school's many areas of strengths.
- Staff have a very clear understanding of the socio and economic context of the school. They take this into account when planning experiences to develop children's skills and attributes in line with the aims of Curriculum for Excellence. Continuing professional learning is planned well with a suitable focus on closing the poverty-related attainment gap within the school. As planned, when taking forward whole school improvements and raising attainment, continue to focus on developing further the curriculum and assessment for learning strategies. Build on the recent improvements to the curriculum and continue to maximise the wealth of learning opportunities within the local, national and global opportunities of Campbeltown.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and 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 calm and purposeful ethos in Dalintober Primary School is enhanced by positive, caring and supportive relationships between staff and children. Children are happy in their learning environment and talk positively about their school. The interactions between almost all staff and pupils and amongst the children themselves, are underpinned by the schools vision, values and aims. Staff know the children well and have a clear knowledge of barriers to children's learning. In almost all classes, teachers give clear explanations that enable children to understand the purpose of the lesson and the tasks and activities they will engage in. Most teachers when planning learning activities for classes, take account of prior learning. Teachers explain what children need to do to be successful in their learning and in a few classes, children are involved in creating these measures of success with their teacher.
- Children are motivated and engaged in their learning. Children respond enthusiastically to the many contexts teachers plan that reflect the interests of the class. Across the school there are many examples of very well planned, structured lessons. Children are able to complete meaningful and achievable tasks both independently and in small groups. Teachers use a range of approaches to assess children's progress and ensure that tasks are sufficiently challenging. Overall, planned learning encourages and supports children to become more independent in their learning. Staff are positive about sharing this good practice further to ensure all learning is of a high quality. On a few occasions, we observed children being overly supported by the adults in the room. This interrupts their opportunities to deepen their own learning through the many well-planned tasks and activities.
- There are many examples of high quality learning across the school which staff are beginning to share with each other. Children are motivated when using digital technology and staff are positive about its use to support learning. In most classes, children use tablets well and enjoy the interesting use of digital media staff use to explain new topics or learning activities. In addition, the children who attend the optional Techno group have opportunities to participate in innovative and creative learning. The leadership team and teaching staff recognise the need to improve the consistency of learning and teaching including the use of digital technology to enrich learning. Initial work on strategies to improve practice, including the development of collaborative planning, moderation activities and the sharing of good practice should now be further developed. Teachers should participate more frequently in collegiately planned peer classroom observations of learning. In doing so ensure that the lesson content reflects the expected outcomes that are shared with pupils at the start of lessons. On a few occasions children do not understand fully the skills they are developing or evaluate their learning effectively because the content of the lesson does not reflect well enough the aims and purpose that are shared. On these occasions children are unable to

make appropriate connections between the activity and the intended learning. This impacts on their ability to understand their next steps in learning.

- Children with additional support needs are supported in their learning by their teachers and by a number of additional support needs assistants. The school should consider the deployment of additional support needs assistants to maximise their time with children and offer support to them in a range of different ways. Teachers contribute to support plans for children where appropriate and implement approaches and interventions to ensure progression and that any barriers to learning are addressed. A school wide review of differentiation will help support further improvement in attainment for all learners.
- As a result of the development of moderation practices, assessment is becoming more integral to the planning of learning and teaching. Aply supported by the Quality Assessment and Moderation Support Officer on the staff team, the use of holistic assessments is being rolled out across the school this session. Last session successful moderation activities took place across all primaries and the local secondary which has effectively continued. This session the ELC settings are participating in moderation with P1 classes across the cluster. These activities have developed practitioners understanding of standards within the experiences and outcomes ensuring children build on prior learning at points of transition. Staff knowledge and application of the national benchmarks for literacy and numeracy has increased. Collaborative approaches are being used to support the development of moderation activities, both within the school and across the cluster. As a result, teachers are becoming more reflective about their practice. The accuracy of professional judgement with regards to the achievement of Curriculum for Excellence levels has improved. As planned, the school should continue to develop these approaches to moderation.
- The bundling of experiences and outcomes across all curriculum areas has improved the continuity and progression of children's learning. Of note is the collegiate working with ELC practitioners and school staff planning early level experiences. Collegiate approaches to planning take place at all stages across the school. We asked the school to continue to develop these approaches further with a continued focus on enhancing learning, teaching and assessment. In doing so, take account of reducing bureaucracy in relation to teachers' planning and ensure greater consistency with all staff planning the highest quality experiences.
- Effective systems are in place to support the identification and monitoring of children requiring additional support with their learning, including those facing barriers due to their socio-economic background. Teachers and support staff plan well for individuals and for groups of children who need additional support for their learning. Strategies are used to support children requiring additional support to allow them to maximise participation in class with their peers.

2.2 Curriculum: Learning pathways

- The school has recently reviewed the curriculum map to ensure pace, progression and relevance across the four contexts. The newly developed learning pathways in all curriculum areas offer appropriate breadth, depth and progression in all areas for all children. This will help them to ensure that all children's knowledge and skills are being developed appropriately and progressively in all areas. The new learning pathways link to the skills for life and work. All staff take responsibility for developing literacy, health and wellbeing and digital literacy across the curriculum.
- In most classes teachers have engaged in an approach to interdisciplinary learning which allows for personalisation and choice. Opportunities are identified for the application of literacy and numeracy skills enabling children to use their skills and knowledge in new and unfamiliar contexts. Teachers should continue to deepen their understanding of the Curriculum for Excellence experiences and outcomes, as well as the benchmarks, to assist them to plan learning, teaching and assessment across the curriculum in a measured and proportionate way. Teachers now group together Curriculum for Excellence experiences and outcomes to help them to design rich, interesting learning experiences for children.
- The school is making good use of its unique context to underpin specific areas of children's learning. Opportunities have been identified to work with local business partners. These opportunities should now be increased as the school develops the children's understanding of the skills for life and work. The Options Programme promotes a stimulus for developing children's skills for learning life and work. Children have the opportunity to develop depth of learning in a chosen area and work collegiately with children from other stages in the school. The activities in each of the options are carefully planned to ensure progression in learning. This programme could be further enhanced by more opportunities for children to share their learning with their peers and support them to develop new skills.
- Children currently receive their entitlement to two hours of quality physical education. One hour in the school building, the second outdoors. They benefit from a wide range of visiting music specialists who work with children on a range of instruments including bagpipes and drums. This reflects well the school's focus on Scottish culture and heritage.
- There is a well-planned and inclusive religious education programme for children at all stages. An additional teacher supports children across the school whose faith is Roman Catholic.

2.7 Partnerships: Impact on learners – parental engagement

- Parents that we spoke to during inspection activities said they value the inclusive and caring school ethos and that staff know their children well. The school is supported by the work of the Parent Council and parent-teacher association (PTA). The children benefit from and enjoy resources and events that the school PTA provide. A few parents indicated they are not always aware of the work undertaken by the Parent Council. The senior leadership team and Parent Council should continue to work together to develop further approaches to communicate with the wider parent body.
- Through regular newsletters and social media, the school shares a range of information for parents. Parents support the celebration of children's achievements in class and at home through their input to children's learning journals. The effective use of these journals by children, parents and teachers strengthens home school partnerships. A few parents believe that there is scope for their child's learning to be more challenging.
- Parents' views are welcomed by the school and families are consulted about developments, such as creating the vision, values and aims and homework policy. The school should continue to explore approaches to involve parents in the school improvement process. The school plays an active role in the local community. Children participate in a wide range of community events, including performing at the local care home and take part in local music and sports events. The children visit and use local businesses to apply their skills in real life, such as creating a shopping list and budgeting.
- Pre-inspection questionnaires show almost all parents value the opportunities they have to learn with their child. Families support and enjoy the 'sharing our learning events' children lead, for example, the local beach storyline and clean up event. Teachers also provide regular 'sharing practice' sessions which outline how areas of the curriculum are taught and involve children demonstrating to parents. Comments from parents collected after these events are highly positive and the children write about feeling proud when they have taught parents new skills or knowledge.

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. At the time of the inspection, there were no identified areas for development.

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

- Led very well by the headteacher the school's focus on children's wellbeing is paramount to its life and work. Children are central to decision making to ensure that they achieve success. This session the school enhanced its approach to children's understanding of their wellbeing through the introduction of wellbeing discussions using the wellbeing indicators. Universally, children record their views on how they feel and these are monitored by the classroom teacher and senior managers. Whole school assemblies and the curriculum reinforce the messages about the importance of wellbeing. As a result of this universal and targeted approach children talk confidently about their wellbeing. Children speak confidently about feeling safe in school and how the wellbeing indicators apply to them as individuals.
- The school promotes a nurturing approach and this is embraced by almost all staff. Children are valued and welcomed into the school and staff are very caring about them as individuals. They 'go the extra mile' and now work increasingly closely with families to improve further children's wellbeing and their achievements. Overall, children demonstrate high levels of respect to each other and the school is developing self-regulation strategies to support de-escalation and improve children's resilience. Staff are highly-committed and self-motivated to find new knowledge and improve their practice.
- The needs of each child are carefully considered by the senior management team, teachers and support staff. Clear strategies are in place enabling children to access an appropriate curriculum and learn alongside their peers irrespective of their needs. Children's involvement in universal target setting through the learning journals process reflects very well the planned learning taking place across the school. It also helps focus on permeating any planned interventions taking place outwith the classroom within the core learning and teaching.
- The school is clear about Getting it right for every child and how the stage intervention system is used to support all children. Planning shows specific targets for the removal of barriers to learning that children may experience. These targets are reflected well in the sampled teachers planners and in classroom learning and teaching. Moving forward we asked the school to continue to review children's progress through these measures and ensure that all children make very good progress and that their needs that are met in the classrooms are recorded with clarity for tracking and monitoring.
- The school complies with statutory guidance sampled during the inspection process. However, we asked staff to revisit the recording processes around pastoral notes and the

recording of children with additional needs to ensure that they are in line with national guidance and to monitor any emerging patterns that may need actioned.

- Dalintober Primary is an inclusive school. The headteacher and depute welcome every single child into the school. The headteacher actively seeks approaches to ensure that the school processes are appropriate for the child. Her ideas, are very creative and she thinks of long term approaches that are solution focused. For example, ways to accommodate children with mobility issues or complex learning needs. She is also making plans to support the potential high numbers that might start the ELC. We asked the school to continue as planned to develop the curriculum and continue to raise staff and children's awareness further about equality and diversity.

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

- Overall the data presented by the school demonstrates almost all children are achieving appropriate Curriculum for Excellence early level in reading, listening and talking, most are achieving in writing and numeracy. At first level, most children are achieving appropriate Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at first level. At second level, most children are making appropriate progress in reading, writing, listening and talking and numeracy. Almost all children are achieving appropriate Curriculum for Excellence levels in listening and talking and reading with the majority of children achieving appropriate levels in writing and numeracy.
- From inspection activity we agree the data is becoming more reliable. The school is developing moderation activities this session across classes. Increased participation in moderation activities will support the accuracy of the data. Staff use a range of standardised assessments to inform overall teachers' judgement as part of a range of assessments and identify areas for development. For children with additional barriers to learning, the evidence suggests that targets are specific and as a result progress is more measurable.
- Overall, attainment in literacy is good. Most children are making good progress in all areas of literacy and English and a few children are making very good progress. There is a need for children to improve their application of skills in literacy across all curricular areas and more relevant contexts. In addition, improve further children's skills at evaluating and justifying their responses from written and oral texts.

Reading

- Children across the school have the opportunity to engage with a wide variety of texts, in addition to commercially produced reading schemes. They can speak confidently about why they have chosen a text and their preference in relation to different genre. Children from P4 to P7 can confidently discuss the purpose and main ideas of a text through reciprocal reading activities.
- Most children working towards early level are developing their understanding of sounds and blending these to make words. By the end of first level most children can identify the main ideas of texts and can offer ideas about characters and settings. They can take notes and summarise texts in sequential order. At second level most children can find, select and sort relevant information from a range of sources. They can use notes to create new texts that show understanding of the topic or issue. They can make relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.

Writing

- Almost all children working towards early level are writing for enjoyment and exploring patterns and sounds. Most use a pencil with increasing control and confidence and are beginning to form lower case letters. By the end of early level almost all children can write at least one sentence including a capital letter and full stop and most leave a space between words when writing. By the end of first level most children can write independently, punctuating most sentences accurately using capital letters, full stops, question marks or exclamation marks. They can write for a variety of purpose, for example, reports, recount and persuasive writing. By the end of second level most children can evaluate the writers craft commenting on author's style. They can write persuasive texts for a variety of purposes. They write extended pieces of text using a range of appropriate punctuation effectively.

Listening and talking

- Most children working towards early level listen and respond to others appropriately. They engage with and enjoy listening to different texts. At first level most children contribute to group discussions, engaging with others to develop a group task. They can recognise simple differences between fact and opinion in spoken texts. At second level most children show respect for the views of others and offer their own viewpoint. They can present ideas, information or points of view including appropriate detail or evidence.

Attainment in numeracy

- Overall, children's attainment in numeracy is good. There is a need for children to apply their numeracy skills across their learning and all areas of the curriculum. Children are less confident at problem solving using word problems within relevant contexts.

Numeracy and mathematics

- Overall, the quality of attainment in numeracy and mathematics is good. Most children across all levels are making good progress in numeracy and mathematics. A few children within second level are making very good progress and are exceeding national expected levels. For children with additional barriers to their learning, the school reports that most are making progress in numeracy appropriate to their individual level of need.

Number, money and measure

- At early level, most children can identify numbers and count forwards and backwards within a range of 0-20. Most children double numbers to a total of ten using a range of strategies. The majority of children can apply their addition and subtraction skills to pay for items up to 10p using correct coins. By the end of first level, most children can identify the value of each digit in a whole number with three digits and can round to the nearest ten. The majority of children can use their knowledge of everyday objects to offer reasonable estimates of length. There is scope to develop children's ability to compare the size of fractions and correctly order these. By the end of second level, most children can round to the nearest 1,000, 10,000 and 100,000 and can carry out money calculations involving the four operations. Most children can order numbers less than zero and calculate a simple percentage or fraction of a quantity. The introduction of a new mental maths approach through first and second level is increasing mental agility. Most children are able to answer with accuracy and explain their reasons for selecting particular strategies.

Shape, position and movement

- Almost all children at early level recognise and describe common 2D shapes. Most children understand and use the language of position and direction. By the end of first level, the majority of children can identify right angles in the environment and in well-known 2D shapes. They are able to name a range of 3D objects, however, are less certain using mathematical language to describe the properties. Most children identify symmetry in shapes and, with support, create their own symmetrical designs with more than one line of symmetry. At second level, most children confidently use mathematical language to identify and describe a range of angles.

Information handling

- At early level, almost all children can apply their knowledge of colour, shape and size to match and sort objects. In the early stages of the school, children have opportunities to gather real-life information and produce simple charts to display their findings. Across first level, most children can conduct a survey, use tally marks, analyse and display their results, for example, children's participation in sea sports. There is scope to develop the children's use of mathematical vocabulary to describe the likelihood of simple events. Children working within second level can apply their information handling skills across other curricular areas, for example, surveys and graphs in social studies. The children show an interest in investigating the idea of chance. Work in this area will support the development of their vocabulary of probability.

Attainment over time in literacy and numeracy

- The information on attainment over time in relation to Curriculum for Excellence levels indicates year on year improvement in levels achieved. The school agrees that the validity and accuracy of teachers' professional judgement has improved over time. There is a need to improve the monitoring and tracking system in place to gather the range of assessment evidence for each child. In doing so ensure that there is a clear overview of each child's progress over time. Further moderation with colleagues from other schools and across sectors will help teachers make robust and reliable judgements on children's progress and attainment.
- Staff employ a variety of interventions to raise attainment in literacy and numeracy. They are beginning to measure the impact of these on children's attainment.

Overall quality of learners' achievement

- Children benefit from taking part in a range of activities across Dalintober Primary School. Teachers recognise children's achievements in and beyond school through certificates and awards which are celebrated at assemblies. Children speak proudly of working together to achieve their fifth Eco-Schools Scotland flag and in the school gaining the gold SportScotland sport award. Through the 'Young leaders' programme, children in the upper stages have opportunities to organise and lead activities for younger pupils. Children across the school develop team work skills through progressive Friday 'option' groups such as 'smarty arties'. At the end of second level, an outdoor residential trip builds children's confidence and independence. Throughout the school, children have opportunities to develop as responsible citizens through charity fundraising and environmental activities, for example, a local beach clean. Achievements out of school are also celebrated with families through shared learning journeys.
- School teams have achieved success in tournaments including Active Schools' virtual sports, badminton doubles and South Kintyre inter-schools relay. A few children have also

won local area competitions such as the Argyll and Bute road safety calendar and rotary quiz. Children involved in the drama club are developing their performance skills and speak very highly of the positive impact this group has on their confidence and self-esteem. The club recently won the Scottish Community Drama Association Youth Cup. A number of children across the school are involved in the local community pipe band and the school choir recently won the Kintyre Schools Music Festival Choir trophy. Children talk proudly about their achievements within these.

- Teaching staff record children's participation in pupil groups, leadership roles and a range of school activities. The school is developing the children's awareness of the skills for life, learning and work that they gain through these achievements. There is scope to increase the opportunities for children to apply the skills they are developing by leading and sharing with others. The wide range of attractive displays in classrooms, and around the school, reflect very well current learning and pupil achievements. These include the children's work from their highly successful Friday afternoon option choices. Healthy heroes, Smarty Arties, Eco warriors and Techno Whizzes. These options are having a positive impact on children's skills knowledge and understanding of themselves as learners. They articulate well how the options support their learning in other curricular areas and increase their levels of confidence. Of note is the use of the outdoor environment for learning in a variety of curricular areas, including physical education and numeracy. There is scope for staff to ensure that there is a greater focus for making skills development and the language used to describe skills, more explicit to the children.

Equity for all learners

- Staff prioritise equity for all children. Using the helpful local authority framework the school sets out a clear plan evidencing their rationale, a range of interventions and measures to close the poverty-related attainment gap are clearly stated. The Youth Work Team initiative provides a strong support for the school with a clear focus on improving children's wellbeing. The school can demonstrate impact of interventions within specified initiatives. However, these have not yet been aligned to measures such as; Curriculum for Excellence levels; attendance; participation, or engagement as detailed within the National Improvement Framework measures and submeasures. There is a need to review Pupil Equity Funding operational guidance and revisit the sharing of information about the Pupil Equity Fund plans publically.

Choice of QI : 2.4 Personalised support

- universal support
- targeted support
- removal of barriers to learning

- The headteacher, together with staff and partners, is deeply committed to supporting all children to achieve success. Positive relationships and high standards of behaviour feature across the school. Overall, most children are benefitting from a good level of universal support. Most children say that they receive support in class when they need it and that the school is a caring, supportive environment.
- Across the school, almost all children are involved in planning their own learning through setting targets within their learning journey. There are opportunities throughout the school year to discuss their targets with the teacher and to take these home to share. Parents are involved in the process by commenting on their child's progress within the journey document. When taking forward the school's planned work on feedback, teachers should link the children's targets in their learning journeys to the next steps and comments written in children's jotters. This will help children to understand what they need to do to improve in their learning.
- Staff know the children in the school very well and are proactive in providing strategies to support individuals. In the best examples, they make very good use of a range of teaching approaches, including pairs and group work, to engage all children fully in lessons. Teaching and support staff have a sound knowledge about the needs of the children and understand the range of Curriculum for Excellence levels or individual milestones children are working with. They work effectively together to meet the learning and wellbeing needs of most children. The school is particularly successful in supporting children with complex additional support needs to make progress in their learning. Effective working relationships with partners and other agencies, such as hearing impairment teachers and youth workers, support the school to meet targeted children's needs well.
- A range of professional learning opportunities has been provided in school to develop shared approaches to supporting learners' needs, such as autism awareness training. A few staff proactively seek out and complete further opportunities, for example, training in a physical education programme. Teachers and support staff meet regularly together to plan, discuss and reflect on children's learning in class. As a result, almost all staff are effective and confident in supporting the wide range of need across the school. In a few classes, teaching and learning approaches need to be more motivating and differentiated to ensure all children are supported to engage fully and achieve success.
- Children facing challenging barriers to learning receive targeted support. They are involved in setting and evaluating their learning targets through a regular planning cycle. Parents, and where appropriate partners, work closely with school staff throughout this process. The senior leadership team monitor, track and review all children's progress and the effectiveness of planned interventions. All staff need to be consistent across all stages in identifying children who are not making expected progress and this should be given careful attention and acted on as a priority.

- Staff make good use of their local knowledge of the context of the school and data to identify and remove barriers to learning. The school reports that targeted resources and activities, such as the expressive arts performance programme, are having a positive impact on children's motivation, confidence and engagement. The school should now consider how to embed these successful strategies into their universal practice to support all children to attain and achieve.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| 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.