

Summarised inspection findings

Glashieburn School

Aberdeen City Council

28 November 2023

Key contextual information

Glashieburn School is situated in a residential area of Bridge of Don, Aberdeen. At the time of inspection there were 230 pupils on the school roll, across 10 classes. Just under half of children on the school roll require support with aspects of their learning or have identified additional support needs. An enhanced provision (the Dolphin Room) is located within Glashieburn School. This is a local authority provision which supports children requiring significant additional support. At the time of inspection, the Dolphin Room supports seven children within a single class.

Most pupils attending the school live within Scottish Index of Multiple Deprivation (SIMD) 7 to 10. Less than 10% of pupils living in SIMD 1 to 4.

Glashieburn School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The inspection team findings are related to the school, including the enhanced provision/Dolphin Room.

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

- All at Glashieburn School are committed to ensuring that high standards and success are achieved for all learners. Staff ensure that the shared vision, values and aims underpin the life and work of the school. Children speak positively about the school values and their weekly opportunities to be a 'very valued person' (VVP). This includes, for example, through demonstrating several school values such as respect, responsible or inclusive.
- Senior leaders and staff promote effectively a clear focus on the school motto of 'Just be you', celebrating uniqueness, acceptance and respect. The school motto underpins school values. Children understand and can articulate the school values and motto well. Staff use classroom charters, learning conversations and class discussions well to support the behaviour and expectations in each class.
- The headteacher, depute headteacher and principal teacher provide strong leadership. As a senior leadership team, they set a very positive tone and lead by example. Together, senior leaders have a good understanding of the strengths and areas for development in the school. Through their drive and vision, they have a sound understanding of the next steps needed to create consistently high-quality learning and teaching experiences and raise attainment. Together, senior leaders have created a very inclusive school climate. Along with staff, senior leaders maintain an outward looking focus and foster strong partnership working to maximise learning opportunities for children. All in the school community hold the senior leadership team in very high regard and appreciate their clear, kind and supportive leadership style. As

planned, senior leaders should continue to embed fully the identified areas of change, at an appropriate pace, given a changing staff team.

- Senior leaders promote collaborative team working, which is a strength of the school. Senior leaders support this through a continuing focus on staff wellbeing. The headteacher and staff have taken particular care to ensure staff have regular opportunities to offer and receive support, as well as celebrate their work. This has supported staff well during and following the pandemic, along with supporting the changing staff team over recent years. Staff continue to demonstrate a strong collective commitment to the headteacher and senior leadership team's vision for school improvement.
- Leadership at all levels is clearly valued throughout the school. Staff feel very supported and encouraged by senior leaders to take forward new developments and initiatives. This includes through helpful discussions at their professional review and development meetings. Almost all staff undertake aspects of leadership roles or contribute to development groups, which are resulting in enhancing positive outcomes for children. For example, their work on interdisciplinary learning has led to increasing confidence of individuals, as a result of receiving imaginative learning experiences. There is a strong sense of collaborative teamwork and a 'Glashieburn family' across the school. Staff are proactive in sharing practice with each other, which supports them to extend skills and confidence well, including with those newer to the school. As an example, shared approaches to teaching numeracy are resulting in improved staff skills and consistently progressive experiences for children.
- All staff value the support they receive from their colleagues, including a key focus on their own wellbeing. Following the pandemic, staff are now resuming more opportunities for linking with other schools, including through reviving external moderation of practice. All staff should continue to evaluate fully the impact of every change, including through individual leadership roles. This will help ensure that all efforts result in improved outcomes for learners.
- Children have opportunities to contribute to improvement as part of their representation on a variety of 'little leaders' groups from P1 to P7. Children are also developing their leadership roles through, for example, being captains and vice-captains. Children are not yet clear about the improvements that have been made as a result of these groups. A significant minority of older children are unsure if their views are taken into account. As identified in the school improvement plan, senior leaders and staff should extend opportunities for children to contribute to planning and evaluating school improvement. Through continuing to develop their use of 'How good is OUR school?', staff can explore with children further ways in which they can contribute. This could also be used to communicate to children more effectively how their views are being taken into account and influencing improvements.
- Partners support improvements across the school very effectively. The school is well respected in the local community. Following the pandemic, the Parent Council are continuing to resume their activities and support aspects of school improvement. The Parent Council is involved in consultation, for example, in the school improvement plan. The majority of parents feel that the school takes their views into account when making changes. Most parents feel their child is making good progress at the school and the school supports their child's emotional wellbeing. There is scope to increase further the role of the Parent Council and parental involvement in school improvement. This includes exploring further how parents know that their views are taken into account.
- Senior leaders have developed effective strategic approaches for planning school improvement and implementing improvement and change. Together, senior leaders have identified carefully key priorities to address the impact the pandemic has had on children's wellbeing and progress in learning. Senior leaders monitor and track the work of the school and improvement plan

actions well. They should now build on this, continuing to develop the staff team's understanding of national standards and expectations, with a changing staff team.

- The headteacher, senior leaders and staff have a very good understanding of the school's social, economic and cultural context. They are aware of the increased challenges caused by the pandemic, attainment gaps, the cost of living crisis and the cost of the school day. Senior leaders utilise the allocation of Pupil Equity Funding (PEF) the school receives effectively. This includes through targeted support and additional staffing, all of which is supporting individuals and groups of learners to achieve well. In moving forward, senior leaders should consult parents and children in how PEF is used to raise attainment in the school.

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

- Staff have created a positive and supportive learning environment for children. This is supporting children to exemplify the school values in practice and focus on wellbeing, promoting a supportive ethos across the school. Staff have developed positive relationships with children and parents across the school community. Across the school, staff continue to support children well to develop an understanding of their rights. In each class, children and staff have worked together to develop class charters linking to relevant articles from the United Nations Convention on the Rights of the Child. As a result, children are polite and respectful to each other and to adults.
- In almost all lessons, children interact positively with each other. Most children engage well in their learning. Staff provide regular opportunities for children to work in pairs and groups. For example, these include 'think, pair, share' and 'talking partners' to encourage children to participate in planned learning experiences. Staff are making good use of space. Open areas are used well to provide break out spaces for children to work independently or in small groups.
- Almost all children are happy with the quality of teaching in their school. Teachers have created agreed approaches to learning and teaching, which are showing positive signs of improving consistency in the quality of practice across the school. In most lessons, teachers' explanations and instructions are clear. In most classes, teachers share the purpose of learning and help children to understand what success looks like. Across the school, children would benefit from further opportunities to be involved in co-constructing criteria showing they understand what they need to do to be successful. As planned, senior leaders should continue to work with staff to ensure learning activities are planned at the right level of difficulty for all children.
- Across the school all children receive oral and written feedback from their teachers, particularly in writing. A new marking code is supporting consistency in approaches to feedback across the school. Children have regular opportunities to self-assess aspects of their learning. They would benefit from further opportunities to engage in peer-assessment. Teachers involve children in setting targets for their learning in literacy, numeracy and health and wellbeing. They support children well to select work in these areas that they are proud of, to share through their learning profile. Teachers should continue to develop this approach further to allow children to reflect on their learning and share their progress across the curriculum more clearly.
- Most teachers use questioning well to help children recall knowledge and prior learning. In a minority of classes, open-ended questioning is used to deepen and extend children's thinking and learning.

- Teachers plan lessons to teach digital skills such as coding using Micro-bit technology. They use interactive whiteboards well to engage children in their learning. Children at second level have access to individual digital devices and engage confidently with a variety of programs and applications. Teachers should continue to develop the use of digital approaches to enrich children's learning experiences. At times, opportunities to develop skills are hindered by connectivity and faulty hardware.
- Staff make effective use of classroom reading areas and the school library to promote children's reading for enjoyment. Parent helpers provide valuable support and assistance, allowing all children to utilise the school library. As a result, children benefit from having access to a wide range of fiction and non-fiction books.
- Staff are continuing to develop an effective outdoor learning programme and provide a range of opportunities for children. A mixture of classroom and outdoor activities help children to make connections in their learning. Staff use the school grounds and natural environment surrounding the school to good effect in imaginative lessons, which children enjoy.
- Staff from P1 to P3 have successfully developed a wide range of learning through play experiences for children. Children are provided with opportunities for personalisation and choice. They are able to access the outdoors and to select materials and resources to enrich and deepen their learning. In P1, staff balance intentional and responsive play well, providing children with targeted supported at key points throughout the day. This now needs to be a more consistent across the first level. Across the early and first level staff now need to ensure play based approaches challenge and support children appropriately throughout the day. Staff should consider how they can scaffold learning effectively, given the number of adults available. As planned, they should continue to develop a deeper understanding of the role of the adult in play across the first level.
- Staff have created agreed approaches to assessment that are in place across the school. Teachers plan a range of assessments in literacy, numeracy and health and wellbeing. They recognise how these assessments support professional judgements made on attainment and progress. Teachers should continue to develop their knowledge of how to make best use of assessment information to directly influence teaching and learning. This will support to ensure that all children experience appropriate challenge in their learning.
- Teachers use a consistent approach to planning learning and teaching over agreed timescales. They plan using progression pathways for all curricular areas using the experiences and outcomes from Curriculum for Excellence. Across the school, children have opportunities to contribute to planning, exercise choice and follow their interests within learning experiences. For example, children are involved in planning aspects of interdisciplinary learning contexts. Staff provide children with opportunities to lead and follow their individual interests.
- Teachers engage in both informal and formal moderation activities within the school across a range of curricular areas. This is improving the reliability of evidence used to consider children's progress. As planned, they are reviving opportunities to engage in moderation with other schools, to support continued shared understanding of national standards.
- Senior leaders have established robust tracking and monitoring approaches across the school. Staff meet termly to track and monitor children's progress. Assessment and tracking information is used well to identify children who require support and plan appropriate interventions to target continued progress in learning.

2.2 Curriculum: Learning pathways

- Teachers make use of Aberdeen City Council planning formats, which ensures progression in learning across all subject areas. Teachers have grouped experiences and outcomes together over a three-year cycle to ensure that there is appropriate coverage of the curriculum. They have a clear overview of the areas of interdisciplinary learning covered. Staff plan to improve this further to ensure it reflects children's interests and is relevant to the local area.
- Children have regular opportunities to learn outdoors in school grounds and in the local area. This supports children well to learn and apply their skills in new contexts. Staff have created progression planning formats for outdoor learning. These are beginning to provide a more consistent approach to the development of skills as they move through the school.
- Children are benefiting from good quality physical education for two hours a week as per national requirements. Senior leaders have improved approaches to Religious and Moral Education, to ensure progression in learning throughout the year. All children learn French progressively from P1 to P7, building on learning as they move through the school. Children at P6 and P7 learn Mandarin, however, due to staffing difficulties this is not taking place at the moment. Across the school, children learn a Makaton sign of the week, which supports well communication with each other and with children from the Dolphin Room.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders show a strong commitment to supporting children and their families. They work sensitively to ensure individual parents and carers can access appropriate help and advice. The school's comprehensive website ensures all parents can access a wide range of information and support.
- Staff support parents and carers to engage in their children's learning, through, for example, the sharing of children's individual learning profiles.
- Parents support the work of the school through their ongoing involvement in both outdoor learning and assisting with the school library. Parents have been involved in fundraising to support the school financially, contributing to school trips and the purchase of resources. As a result, children are able to access trips and access additional resources, such as digital devices.
- As planned, senior leaders should continue to explore further ways to encourage families to participate more fully in the life of the school. This includes playing a more active role in school improvement.

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

- Senior leaders create a sense of belonging and purpose throughout the school. Senior leaders and staff provide a well-planned approach to ensuring children's wellbeing. They use the school's vision, values and expectations very well to support children's wellbeing. Staff are continuing to develop well-considered approaches to track children's progress to ensure that they develop the skills to improve their wellbeing progressively, as they go through school.
- Children across Glashieburn School have a very good understanding of their own wellbeing and what they need to do to be safe and healthy. They demonstrate strong knowledge of the wellbeing indicators and use the indicators in daily check-ins and termly self-assessment profiles. Staff use regular wellbeing and emotional check-ins which are respectful of children's dignity and privacy. Regular discussions with staff about wellbeing enables children to talk confidently about the range of elements that contribute to positive wellbeing. As a result of their learning experiences, children can readily express their feelings and understand ways in which they can deal with emotions or seek help when needed.
- Teachers take good account of experiences and outcomes when planning progressive programmes of children's learning in wellbeing. Across the school children benefit from opportunities to participate in a range of groups, including the many 'little leaders' groups. Through these groups, children are developing a good sense of their own voice and understanding of how to make a difference, for example, their work on rights and sustainability. As a result of staff and children's work on understanding their rights, the school has recently received a bronze award. Teachers link the school values, the wellbeing indicators, children's rights and the school motto 'Just be you', into lessons very well. As a result, throughout the school, children are very confident talking about their rights, the rights of others, and why this is important for their wellbeing.
- The headteacher and senior leaders have clear systems in place to identify and address very effectively the needs of children. Senior leaders and staff know individual children and their needs very well. Almost all older children report that school staff help them to understand and respect other people. Children describe confidently strategies and approaches to solve problems or conflict with others. Senior leaders should continue to track and analyse all available data to identify and analyse patterns and trends in relation to any misunderstandings or perceived conflicts.
- Staff understand their statutory duties and plan effectively to ensure that all children are included and well-supported to do their best in school. Staff participate well in opportunities for professional learning and reflection to support individual needs, for example, through dyslexia awareness training, or sign language. Children regularly use Makaton and share a sign of the week, which supports communication with each other and with children from the Dolphin Room. Children are confident and proud in sharing their signing and symbols around the

school and at home. As a result of the work of staff and children, the school has received the Makaton friendly bronze award.

- Across the school, staff promote an ethos and culture of inclusion, participation and positive relationships. Staff employ a range of successful targeted interventions to secure progress and improve attainment for children who have additional needs. Senior leaders and staff are proactive in working with parents and partners to address learning needs and provide support for all. The support for learning teacher carries out various roles with dedication and sensitivity. Along with supporting individuals and groups of learners with a wide range of needs, she provides staff with helpful guidance and strategies. This helps teachers to support the varying needs of children in classes. Pupil Support Assistants (PSAs) work very effectively as part of the staff team to support children individually and in groups, where specific needs have been identified. This includes in providing sensitive and intuitive care and support for children.
- Staff make effective use of personalised planning to support individual learners achieve their targets, including through emotional regulation plans and individual education plans. Staff, parents, children and partners create plans which include appropriate learning targets to support individual children to progress well in their learning. Children are increasingly engaged in identifying their own needs and strategies to address them. Staff regularly review children's progress towards set targets and take account of the views of children and parents appropriately.
- The headteacher and senior leaders monitor closely children's attendance and address any issues affecting attendance successfully. The school maintains high levels of attendance and overall attendance is above the national average.
- Staff work very effectively with a range of school partners to support the needs of different groups of children and individuals. For example, education and health partners contribute well to support children to achieve positive outcomes. Partners welcome the openness, support and enthusiasm shown by the headteacher and feel valued and respected within the school. Partners contribute well to individual education support plans where appropriate. As planned, senior leaders should continue to involve partners in helping to evaluate the effectiveness of planned interventions.
- Across the school, staff and children understand, value and celebrate diversity. Senior leaders and staff promote a clear focus on the school motto of 'Just be you', celebrating uniqueness, acceptance and respect and children's rights. Children speak very positively about the school motto and their individuality. This includes, for example, the strong support they receive from their teachers and senior leaders about their uniqueness. As planned, senior leaders and staff should continue to support children well to develop their understanding of equality and diversity within a context of local and global issues.
- Senior leaders use PEF to provide resources for effective intervention for those in need of additional support. This includes support for targeted individuals or groups of children. Most children with additional support needs are making good progress in their learning.

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

- Overall, attainment in literacy and numeracy is good. Almost all children at the early level are achieving national expectations in literacy and numeracy. The majority of children at first level and most children at second level are achieving national expectations in literacy and numeracy. Most children who require additional support in their learning are making good progress towards achieving their individual targets. Staff provide accurate information on children's progress and attainment.

Attainment in literacy and English

Overall, most children make good progress in reading, writing, listening and talking.

Listening and talking

- Across the school, almost all children listen well to adults and peers in a range of situations. They follow instructions confidently. At early level, children listen and talk to each other well in their play. Most children at first and second levels share their views with adults when prompted. They listen to each other and a few children ask questions or contribute to conversations effectively. At the second level, most children talk confidently about the skills they would need during debates and to present information to their class. A few children across the school would benefit from becoming more aware of the skills they are developing in talking and listening activities.

Reading

- Almost all children who have achieved early level identify letters and blend sounds to read simple sentences. A few children working towards the early level could be developing reading skills at a faster pace. Children should now build their confidence and fluency in reading, through more regular opportunities and support to read in their play. Most children at first and second levels enjoy reading and can read fluently with growing expression. They can talk about their favourite authors and reasons for choosing particular books. They answer literal, inferential and evaluative questions well. Staff should develop children's reading skills more formally from the start of term and not delay until mid-term. This will help children develop skills at a faster pace.

Writing

- Almost all children who have achieved early level are able to write a sentence and illustrate the sequence of a story well. A few children are able to write several sentences to make a story. More children need encouraged to apply their writing skills during play experiences. Across first and second levels, most children write for a range of different purposes and audiences. They use increasingly complex sentence structures and interesting vocabulary as they progress in their learning. Children should be encouraged to write longer pieces of writing more frequently.

Numeracy and mathematics

Overall, most children are making good progress in numeracy and mathematics.

Number, money and measure

- Most children who have achieved early level are able to count numbers to 20 confidently and identify missing numbers in a sequence. They have a good awareness of the value and use of coins and use appropriate mathematical language within measure. At first level, most children have a good understanding of place value to hundreds, tens and units. They recognise money values and can show different combinations to make up particular amounts. At first level, children are not yet confident in their understanding of common units of measurement. Most children working at second level are secure in their understanding of place value and confidently round numbers to the nearest 100,000. They demonstrate an understanding of prime numbers. Children at second level are less confident in their understanding when linking fractions, decimals and percentages.

Shape, position and movement

- Most children who have achieved early level recognise successfully common two-dimensional shapes. They understand and use language of position and direction including in front, behind, below and above. They are less confident in identifying the names of three-dimensional objects. At first and second level the majority of children are confident with compass points and directions. They would benefit from further opportunities to develop their confidence in using mathematical language related to shape. Children working at second level use correct mathematical vocabulary to describe a range of angles. They apply this knowledge knowing how many degrees are in a right angle, a straight line and within each part of a triangle.

Information handling

- Children who have achieved early level match and sort items by colour, size and shape. At first level the majority of children have a good understanding of tally charts and bar graphs. At second level, children would benefit from reinforcing their knowledge and skills within this organiser in a variety of ways, including through the use of digital technologies.

Attainment over time

- The headteacher has introduced a tracking system that enables staff to monitor the progress of individuals and groups of children over time. This includes in literacy, numeracy and other curricular areas. Senior leaders are able to show that most children across the school improve their attainment over time and are on track to attain expected levels of attainment. Senior leaders meet with staff termly to make predictions and analyse information about children's progress. This helps inform decisions on how to support and challenge learners effectively.

Overall quality of learners' achievements

- The school celebrates children's achievements in classes, through a digital platform and on displays across the school. Staff record children's participation in activities to ensure no child misses out. They encourage children to recognise achievements by linking them to rewards around the four capacities within Curriculum for Excellence. This is helping to develop the confidence and self-esteem of children effectively. Staff should now help children become aware of skills they are developing through these opportunities. All children develop their leadership skills well by taking part in 'little leaders' groups and by having opportunity to be house captains. Active schools offer children after school sports clubs in a nearby community centre. Through these children develop team building skills of negotiating and cooperation.

Equity for all learners

- Staff and parents work together to ensure that all activities, including clubs and trips, are accessible for everyone. Staff work hard to reduce the cost of the school day and to minimise costs for outings. They support a uniform and Halloween costume recycling to support families.
- The headteacher consulted with staff to agree how to use PEF. As a result, they have increased staffing and purchased resources for literacy and numeracy, providing both universal and targeted support. The headteacher can demonstrate how the use of PEF is improving progress of the children in most need. For example, a talk boost programme for targeted younger children is improving vocabulary and increasing attainment in listening and talking. Senior leaders carefully track the impact of interventions. They are able to demonstrate through reliable tracking that they have accelerated progress for most children who are adversely affected by their circumstances.

Quality of provision of Special Unit

Context

The Enhanced Provision (Dolphin Room) within Glashieburn School is a local authority provision which supports children requiring significant additional support. At the time of inspection, the Dolphin Room supports seven children within a single class. A minority of children spend a considerable amount of time learning within mainstream classes.

Leadership of change

- Senior leaders have identified a number of appropriate improvement priorities for the Dolphin Room. They are providing a clear focus on raising children's attainment and achievement and improving their wellbeing. When measuring the performance of the Dolphin Room, senior leaders should continue to develop their strategic approaches to analysing data and information. Increased monitoring of individual children's personal achievements and success in meeting targets will provide a fuller summary of progress and attainment. This will help determine if the Dolphin Room improvement priorities are leading to better outcomes for children.
- Senior leaders encourage teachers and PSAs to engage in professional learning relevant to the diverse needs of children attending the Dolphin Room. All staff in the Dolphin Room are dedicated to improving their practice, proactively seeking advice and support from specialist partners. Teachers are working closely with a visiting speech and language therapist to develop approaches to social communication and emotional regulation. As planned, teachers should continue to engage in professional learning to meet better the specific needs of children in the Dolphin Room.

Learning, teaching and assessment

- Across the Dolphin Room, all staff have caring and nurturing relationships with children based on the school's vision and values. Staff are highly responsive to children's needs. If a child becomes anxious or distressed, staff support them ably to regulate their emotions and reengage with their learning.
- Teachers are adopting a range of creative learning and teaching strategies to help motivate and engage children in their learning. They have a strong focus on providing purposeful learning activities throughout the school day. All children respond positively, at times, to structured learning experiences including independent tasks, collaborative working and a range of practical and sensory-based activities. Teachers should continue to work closely with partners, including psychologists and therapists, to strengthen further planned learning activities. This will support teachers to take fuller account of children's needs and preferred learning styles when planning and delivering learning experiences. Increased use of the sensory room and digital technology to support learning would be a positive step.
- All staff use visual timetables well to support learners' understanding of routines, activities, places and expectations. Children are encouraged to sign and develop their listening and talking skills through adult modelling. Staff should continue developing approaches and resources for a total communication environment, supported by the increased use of Augmentative and Assistive Communication (AAC). This would strengthen learners' ability to make choices, use functional language, express their views, and develop social interactions.
- Teachers are at the early stages of building links with neighbouring special schools and provisions. They are not yet engaging in systematic professional dialogue with colleagues to share good practice. Teachers would benefit greatly from engaging in more moderation

activities to improve their confidence in developing their approaches to assessment and making professional judgements.

Ensuring wellbeing, equality and inclusion

- Staff are very attentive to the wellbeing needs of all children in the Dolphin Room. All children have detailed profiles and individualised educational plans which take cognisance of the 'Getting it right for every child' wellbeing indicators. Staff work together well to provide appropriate care and support and improve children's wellbeing and readiness to learn. As a result, all children feel valued and cared for. All children had periods of interrupted learning prior to attending the Dolphin Room. Upon starting their placement in the Dolphin Room, all children have developed and sustained high levels of school attendance and reengaged successfully with their learning.
- All children in the Dolphin Room are regarded as valued members of the school as a whole. There is a strong focus on equality and inclusion across the school. Bespoke learning programmes and personalised strategies are in place for the majority of children in the Dolphin Room to access learning activities alongside their mainstream peers. Children enjoy engaging in these valuable opportunities, participating well and building new friendships. Staff should continue to identify creative ways for all children in the Dolphin Room to be more involved in the wider life of the school.

Raising attainment and achievement

- Taking account of individual learner profiles, a majority of children in the Dolphin Room are making satisfactory progress in literacy and communication, and numeracy and mathematics. A minority of children are making good progress.
- Whilst senior leaders and staff cannot yet fully demonstrate an accurate record of improving attainment over time, the Dolphin Room is clearly having a positive impact on all children's progress and attainment. Individual learning journeys illustrate well that all children are making progress with their learning, communication skills, engagement and wellbeing. However, the assessment and tracking of children's progress and attainment over time needs to be strengthened. Better use could be made in tracking children's progress with their individual targets and personal achievements.
- Senior leaders and staff have a sound understanding of the complex additional support needs and socio-economic background of children in the Dolphin Room. Staff provide targeted, equitable support to help alleviate any challenges faced by children and families. In moving forward, senior leaders should consult parents and children in how PEF is used to raise attainment of children in the Dolphin Room.

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.