

# Summarised inspection findings

**Ardgour Primary School (Primary School  
Nursery Class)**

**The Highland Council**

**SEED No: 5130220**

**27 March 2018**

### Key contextual information:

Ardgour Primary School currently has a role of five children in the morning only nursery class and 22 children across the primary stages arranged in two classes. The headteacher has been in post since 2011 and is also the headteacher of two other local schools within the Ardnamurchan High School Cluster. During this time, there have been significant changes in the teaching staff team. Attendance in the school is in line with the national average.

### 1.3 Leadership of change

**satisfactory**

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- Staff across the school demonstrate an understanding of the social, economic and cultural context of the local area. Since her appointment in 2011, the headteacher has worked very hard with the staff, parents, partners and children to develop a positive ethos where everyone works together within the school community. Parents recognise the positive impact this has had on relationships across the school. They welcome the open door policy within the school and are positive about the level of communication they receive. The vision, values and aims created by the school a number of years ago reflect its commitment to partnership working with parents and within the community. The values of friendship, respect, fairness, fun and leadership are understood by learners. The headteacher recognises the need to now review these aims and values more regularly with all stakeholders to ensure these remain current and support continuous improvement.
- Staff, parents and the local community have high levels of confidence in the leadership of the headteacher. During her tenure at the school she has won the trust and respect of parents, staff and children. As a result of her consultative leadership approach, all stakeholders feel involved and consulted in change across the school. Parental and pupil voice in improvement planning is sought through the Parent Council and via questionnaires. There is now scope for the school to more actively involve the Parent Council in planning and evaluating improvement priorities. Staff are committed to their own and whole school improvement. They value the opportunities they have to work with colleagues from other schools.
- The headteacher has been proactive in developing manageable approaches to quality assurance. Effective use of digital platforms is helping her to continue professional dialogue with teachers about their planning, learning and teaching when she is working in one of her other schools. Reviewing approaches to quality improvement activities to more regularly

and robustly to monitor the impact of planned interventions will be necessary to ensure that improvement work moves at pace and results in improvements for learners.

- Staff across the school make use of national evaluation frameworks to support ongoing self-evaluation. These approaches are used to identify improvement priorities. The school is able to demonstrate some impact of previous priorities. For example, through self-evaluation, it was recognised that children's mental agility was not strong enough. Working with colleagues across the Ardnamurchan Associated School Group (ASG), teachers reviewed their learning and teaching approaches, aspects of their curricular programme and supporting transitions in numeracy. The school can demonstrate the impact of this through improved mental mathematics results within standardised assessments.
- The headteacher should continue to ensure that all improvement priorities are more strategically planned to raise the attainment for all children. There is a need for improvements in literacy in particular to move at a greater pace to ensure children make the best possible progress in their learning. The school has identified appropriate improvement priorities for this session as focussing on creating flexible progression pathways across the curriculum and improving approaches to assessment and moderation. It will be important that the school identifies at the outset how it will monitor and evaluate the impact of planned changes on improving outcomes for learners.
- The headteacher has worked with children, staff and parents regarding the focus of spending for the Pupil Equity Fund to improve outcomes for identified learners. Although there is not a poverty related attainment gap in the school, the headteacher has identified a need to ensure increased participation in wider achievements and targeted support and challenge for identified learners.
- Staff are committed to improving their own practice. They recognise the need to work more widely with colleagues from other schools and have begun to engage in joint planning of learning contexts. This work is at an early stage of development. Teachers attend a wide range of professional learning sessions on areas such as implementing the Highland Numeracy Framework, profiling and reporting and gender bias in the sciences. There is some evidence of the impact of this training on classroom practice, particularly in relation to developing children's ability to talk about the strategies they use. Teachers now need to ensure that the impact of their professional learning results in improvements in raising attainment for all learners. Developing approaches to practitioner enquiry would be a useful way of monitoring the impact of changes. Teachers regularly evaluate their learning and teaching and use this to plan next steps for individuals and groups.
- Children across the school have opportunities to develop leadership skills within their committees. A number of children are involved in developing the local play park and working with developers in Ardgour to take forward the development of a local area. Older children have the opportunity in alternate years to undertake young leader training through Sports Scotland and take a role in running the school tuck shop. Within these experiences, children would benefit from having greater responsibilities and a clear understanding of the skills they are developing.

## 2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- The school is a caring, nurturing environment where children enjoy positive relationships with each other and with staff. This contributes to an ethos of respect where individual talents and skills are respected and celebrated. Overall across the school, most children are motivated and have a positive attitude to their learning. They engage well with the range of learning experiences provided for them and most can work well independently and in pairs and small groups to complete set learning tasks.
- Children contribute well to the life of the school through their involvement in pupil groups including pupil council, eco-schools and enterprise committee. All children are represented in one of these groups and older children can talk about the work they have undertaken, for example, raising funds for charities and growing their own vegetables. Children understand that their views are important and that any issues or suggestions they raise are considered. Children are involved in regular wider school activities including cookery, healthy tuck shop, growing plants and being involved in the organisation of school events. There is scope to develop further children's understanding of the skills for life, work and learning that they are developing as a result of these opportunities. This will better help them to plan steps to improve and apply these in other areas of their learning.
- Children learn through a range of experiences and activities including whole class and group lessons. Children make use of digital technologies to support them in their learning. For example, children in the middle and upper stages have used technology to prepare and record presentations on the Romans. Children have regular access to tablets to support them in research. Teachers should now ensure that learning activities are better matched to individual needs. This would include providing more appropriate support and challenge for all learners to enable them to make the best possible progress in their learning. Teachers should also ensure that the pace of learning is brisk and that time in class is maximised for learning. Consideration should be given to restructuring class timetables to support this.
- Through recent developments in profiling, children are beginning to understand themselves as learners. They can talk about what they are learning but now need better understanding of their next steps and how to achieve these. Target setting now needs to be more regularly embedded within taught lessons. For example, children's personal targets should be used alongside whole class success criteria when reviewing progress. Learning conversations between children and their teachers are at early stage of development and the school recognise the need to develop these further.

- Across the school, the quality of teaching is satisfactory. Teachers plan their lessons and resources carefully and overall, their explanations and instructions are clear. There is scope within lessons for the main teaching points to be clearer so that children understand what they are learning and why. In the best lessons, questioning by teachers is used well to promote discussion and to encourage children to explain their thinking. There is now significant scope to use ongoing assessment approaches more effectively during lessons to plan more timely interventions to support and challenge individuals. The school should also focus on improving the consistency and quality of feedback to better support learners to know what they have done well and how to improve their learning. Developing this approach further will better model for children how to effectively provide feedback when undertaking self and peer assessment. Overall, there now needs to be a clearer focus on planning approaches to learning and teaching which will raise the attainment of all. The impact of these approaches should be monitored on a regular basis to ensure that children make the best possible progress in their learning.
- Teachers plan their learning using the experiences and outcomes from Curriculum for Excellence, supported in some cases by progression pathways from the local authority. Teachers have begun to work collaboratively to plan some aspects of learning with colleagues from other schools in the ASG. Teachers are positive about the benefits of this approach in developing a better understanding of the curriculum, learning and teaching approaches and sharing ideas and resources. The school should continue, as planned, to develop this work further. In doing so, teachers should continue to streamline their approaches to planning to ensure these provide coherence, progression and depth in learning. Children are involved in planning aspects of their learning with their teacher.
- Over the last year, teachers have reviewed their approaches to planning interdisciplinary learning to have a clearer focus on assessing key knowledge and skills. This work is at an early stage and as planned, the headteacher should continue to monitor the impact of this new approach. Teachers are now more regularly planning assessment as part of learning and teaching. As planned, the school should continue to develop further its approaches to assessment to support professional judgements made by teachers. Consideration should also be given to ensuring children have opportunities to demonstrate the application of their learning in unfamiliar contexts.
- The school has developed a tracking tool to monitor and track progress for individual pupils in literacy, numeracy, health and wellbeing and other curricular areas. This tracking is completed formally twice per session and is enabling teachers to build up an understanding of progress over time. This professional judgement of progress is supported by professional dialogue with the headteacher. Moderation of this professional judgement with other colleagues is at an early stage of development. As planned, the school should continue to develop moderation within the school and across the ASG to further to develop a more consistent, shared understanding of standards and expectations across its ASG.

## 2.2 Curriculum: Learning Pathways

- As correctly identified in its school improvement plan for 2017-18, the school needs to develop flexible progression pathways across the curriculum to ensure that children build on their prior learning as they move through the school. As part of this work, the school recognise the need for planned moderation across the ASG to ensure teachers develop a shared understanding of standards and expectations.
- The school uses the Highland Literacy progression to support planning learning, teaching and assessment in all aspects of literacy. Through self-evaluation, the school has recognised the need to revisit its phonics programme to ensure this meets the needs of all learners.
- Prior to August 2017, planning for numeracy and mathematics was based on a commercial resource. Teaching staff across the school have recently completed training in the Highland Numeracy Framework. This framework will be implemented across the ASG this session to ensure improved consistency in learning, teaching and assessment approaches.
- School staff work very effectively with a range of partners to support learning in the curriculum, particularly in relation to health and wellbeing and Gaelic and drama. For example, an effective partnership with Eden Court is enabling older children to explore aspects of the Romans whilst improving their understanding of a range of drama conventions. Linking up for this project with another local primary school is providing the children with greater opportunities to work with a wider group of their peers.
- The school have recently introduced 'loose parts play' which children are enjoying at break and lunch. This is supporting children across the school to play together. The school recognise the need to continue to develop use of the outdoor environment to enhance learning across the curriculum within interdisciplinary learning and in discrete subjects.
- The school makes effective use of their Science, Technology, Engineering and Mathematics (STEM) ambassador to enhance learning in the sciences.
- Some children across the school have opportunity to develop their understanding of food technology within health and wellbeing. There is scope for this to be a more integral part of the curriculum. Children across the school would also benefit from a progressive approach to developing key skills such as resilience.

## 2.7 Partnerships: Impact on learners - Parental Engagement

- The school provides very effective communication to parents and carers. Parents speak positively about the open door policy and the prompt action taken by the school to address any concerns that they have.
- The Parent Council is very supportive of the school, particularly in relation to fundraising to support children to engage in wider achievements. Meetings are well attended and parents feel that they have an opportunity to share their ideas for improvement. Parents and the local community provide good support for the school through, for example supporting the weekly skills club and running after school clubs.
- Parents are very positive about the use of a digital system to provide them with regular information about their child's learning and to help celebrate successes. This provides them with information about what is happening in class, and information about their own child's learning. The inclusion of targets and next steps is supporting them to know which areas of learning to help with at home. There is now scope to monitor more closely the impact of this on children's learning.
- The school regularly gathers the views of all parents through questionnaires. Parents are clear that their views inform the work of the school. A particular example of this impact is in the development to the outdoor learning environment and use of 'loose parts play'. The headteacher recognises the need to continue to develop ways to involve parents in planning and evaluating school improvements.

## 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

satisfactory

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

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- As a result of developing relationships within the school community, there is a positive ethos and a caring, nurturing environment. The wellbeing of children and their families is positive and underpins the work of the school. The headteacher has worked well with all stakeholders to create an environment where children feel that they are listened to by adults. Staff are very caring and responsive to the emotional needs of children and as a result, children show a high level of support and respect for each other. The school recognises that it now needs to ensure children have an understanding of their rights as outlined in the United Nations Convention on the Rights of the Child and what this means for them in their daily lives. The school is proactive in creating opportunities for children to learn with their peers in other local schools. This is supporting children to develop wider social groups and friendships.
- Children, their parents and local partners in the community are actively involved in the life and work of the school. They contribute effectively to developing children's wellbeing through providing opportunities for increased physical activity. All children participate in the 'daily mile' and show understanding of the need for regular physical activity. Very effective partnerships among the active schools coordinator, parent volunteers and the school has made it possible for children to participate in a wide range of sporting clubs and events. All children have participated in at least one club. Examples include football, scooter and wave board clubs. As a result, the school can evidence increased participation rates, confidence levels and skills learned and displayed by children.
- Children are at the early stages of understanding the wellbeing indicators and how to use these in their daily lives. The school should continue with their plans to develop children's understanding of wellbeing across the work of the school and beyond. Children understand the need for a healthy lifestyle and can recognise a range of different ways to achieve this, for example, through physical activity, eating more fruit and vegetables and reducing salt, sugar and fat in their diet. The opportunities they have to grow their own vegetables enables them to understand where food comes from. A few children have opportunities to develop skills in food technology through their skills club and the school should now look to develop these skills progressively within the health and wellbeing curriculum. The school should ensure that through the health and wellbeing curriculum, opportunities are provided for children to develop resilience to enable them to understand better how to cope with daily challenges in their lives.
- Staff understand their responsibilities in relation to the Getting It Right For Every Child (GIRFEC). They use the wellbeing indicators to assess where barriers to learning might

occur. The support for learning teacher, who visits on a fortnightly basis, provides support for individual children and small groups as well as working with teachers to develop the strategies they are using in class. The school has developed strong links with parents and partners to ensure they are involved in decision making to overcome these barriers. The staged intervention process enables teachers to identify barriers to learning and work with partners and parents to plan steps to overcome these barriers. We have agreed with the school that there is scope to improve the planning and tracking of targets and interventions within the staged intervention approach to ensure that these are resulting in improved outcomes for learners who require this additional support. Planned long and short term targets now need to be more specific, measurable and achievable within planned timescales.

- The school has appropriate arrangements in place to meet the required statutory duties and codes of practice. The headteacher deals with any issues and concerns in a timely and robust manner and utilises the support of other agencies as required. As discussed, the school should review their approaches to delivering high-quality physical education (PE) to ensure that children are receiving their entitlement to two hours quality PE per week linked to the experiences and outcomes.
- The school provides Gaelic Learning Education (GLE) from P1-7 as their second language within the 1+2 Languages programme. GLE is currently provided through reduced class contact time for one session per week across the school. This learning is further enhanced through partnerships with parents and through singing and music provision from 'The Mòd'. As a result, children have the opportunity to learn songs and poems in Gaelic and perform these for their local community at the annual harvest event and local Mòd competition. The headteacher has plans in place for teachers to attend training in GLE so this can be delivered on a more regular basis. Parents would welcome a greater focus on GLE across the school.
- The school provides an inclusive environment for children and as a result, children display empathy towards each other. The school works with partners to help develop children's understanding of equality and diversity. Examples include planning a multi-faith assembly so children could learn about different faiths and cultures and exploring diversity and celebrating individuality through Paralympic games. There is scope for issues such as challenging discrimination and intolerance to permeate the curriculum.

### 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

#### Overall attainment in literacy and numeracy

- Overall, across the school, attainment in numeracy is satisfactory with the majority of children performing at or near expected attainment levels in numeracy for the age and stage of development. Children's attainment in mathematics is less strong and the school should consider their approaches to the design of the curriculum to ensure children have more regular opportunities to revisit and apply their learning.
- Attainment in reading and writing is not yet of a high enough standard. Although there are a few children who are operating at expected national standards, this is not yet consistent across the school. The attainment of children at early and first level requires significant improvement to ensure they develop the necessary skills and knowledge which will allow them to progress in their learning.
- Children who require additional support with their learning are known to staff through their monitoring and tracking processes. These identified children now require further support to ensure they make appropriate progress with their learning.

#### Attainment in literacy and English

- Overall across the school, children are making satisfactory progress in listening and talking. Whilst a few children across the school are making appropriate progress in reading and writing, overall children's progress in these areas is weak and not yet in line with national standards and expectations.
- The school recognise that improving approaches to the curriculum, learning and teaching is required. Developing more effective of use assessment to plan timely interventions, and tracking more robustly the impact of these, will support the school in raising attainment.

#### Listening and talking

- Across the school most children speak confidently to their peers and to adults and listen well for instructions and information. Children are confident sharing their ideas and feelings. Children at the early stages are developing their skills in asking and answering simple questions. They would now benefit from a stronger focus on listening to hear patterns in sounds and words. As they progress in their learning, the majority of children can listen and talk to contribute ideas, offer a view and show increasing awareness of non-verbal techniques. Children in the middle and upper stages are developing their confidence in talking to an audience through drama activities and performances. Children working at second level are in the early stages of developing their understanding of higher order

thinking skills. They would benefit from greater opportunities to ask and answer a wider range of literal, inferential and evaluative questions.

## **Reading**

- Across the school, children show an interest in books. A few children working within early level are able to make simple predictions about what might happen next in a story. They are able to recognise some initial sounds in words. Across first level, most children need support to recognise and use sounds to read words. The school recognise the need to revisit their approaches to teaching phonics to better help children improve the fluency of their reading and aid comprehension. As they progress through the school, most children can read with increased fluency and expression. Children are not yet able to confidently talk about the key features of texts such as characterisation, setting or use of language. Focusing on analysis texts at word, sentence and whole text level will better support children to develop these skills. A few children are able to summarise key ideas in the texts they have read. Most children do not yet have an understanding of higher order thinking skills or how to apply these in their reading.

## **Writing**

- Across the school, children write in a range of genre including poems, imaginative writing and letter writing. Overall across the school, the quality of writing is not yet of a high enough standard. Most children are not yet making appropriate progress in their writing with only a few children demonstrating the necessary knowledge and skills to attain appropriate levels. Across the school teachers should review their approach to teaching writing to ensure there is a greater focus on the accurate use of punctuation and grammar to structure writing. Children would benefit from more regular opportunities for extended writing which enables them to develop and communicate their ideas in a range of ways. The youngest children would benefit from greater opportunities for more regular, independent writing to develop their understanding and skills.
- Across the school expectations of handwriting and presentation need to be higher. Teachers should develop a whole school approach to standards and presentation. Children would also benefit from consistently high-quality feedback which enables them better know what and how to improve. There is a need for the school to focus more on developing spelling to ensure children can spell common words more accurately.

## **Attainment in numeracy and mathematics**

- Overall, children are making satisfactory progress in numeracy. The recent focus on improving mental calculation and having children explaining their strategies has improved children's understanding of a range of mental calculations. Overall, progress within number and number processes is satisfactory and children have a grasp of calculation and place value. Progress across the school is less strong in shape, position and movement, fractions, decimal fractions and percentages and measurement. The school should continue, as planned, to implement fully the Highland Numeracy Framework strategy, alongside regular opportunities to revisit other concepts to ensure children continue to improve their learning.

## **Number, money and measure**

- The majority of children working within early level are developing their understanding ordering numbers within ten. The majority can count on in ones to twenty. As they progress in their learning, the majority of children are able to complete mental addition within ten. There is scope for children to develop more rapid recall of these number facts,

rather than having to count on from the given number. Across the middle and upper stages, children are developing their skills in mental calculation. The majority of children are able to confidently work with numbers appropriate to their stage of development. They are developing their skills in explaining their thinking to their peers and teachers. As a result, they are beginning to be able to identify the most efficient strategies to solve given calculations. The majority of children working within first level could identify simple fractions. A few children working at second level could make the link between fractions, decimals and percentages. Children now need greater opportunities to use their numeracy knowledge to solve a range of problems.

### **Shape, position and movement and information handling**

- Across the school, children need better understanding of shape, angle, symmetry and transformation. A few children were able to interpret information from a simple bar graph. Children now need much greater opportunities to analyse and present a range of data and apply their learning in a range of contexts.

### **Attainment over time in literacy and numeracy**

- Due to the small numbers of children at each stage within the school, data cannot accurately define trends over time in attainment. The school uses standardised assessments on an annual basis to monitor the progress of individual learners. Analysis of these results shows improvements for some individual children. The school should continue to ensure that data analysis provides a clear understanding of the progress of individuals.
- The school now needs to develop a universal and targeted strategy to raising attainment, particularly in reading and writing to ensure that all children make the best possible progress in their learning. This raising attainment strategy should focus on ensuring consistently high standards, approaches to learning, teaching and assessment and improving progression within the curriculum. It will be important that the school outlines at the planning stage key measures of success expected and how this success will be measured and evaluated.

### **Overall quality of learners' achievement**

- Children's achievements in school, and from home, are recognised and celebrated within the school, with parents and the community. Children are rightly proud of their achievements, particularly in sporting events and the recent Ardnamurchan Mòd competition where they won first and second place in Gaelic singing. Involvement in fundraising events is helping children to begin to understand aspects of citizenship. A wide range of after school clubs are provided to enable children to develop talents and skills in areas they are interested in. Across the school, children have many opportunities for personal achievement. The recent introduction of 'skills club' one afternoon per week is planned to enable children to develop skills and knowledge in areas which interest them. This work is at the early stages of development and it is too early to evaluate the impact of this work on raising attainment and achievement. Teachers and children now need greater understanding of the skills children are developing as a result of participation in these opportunities. This will help children to better understand how to improve these skills and relate these to other areas of their learning. As planned, the school should continue to revisit its approaches to 'skills clubs' to ensure that there is a clear progression in learning and how this links with the planned curriculum.

## **Equity for all learners**

- Most children participate well in the different clubs and activities offered by the school. As a result of tracking participation and wider achievements, the school recognised that access to these activities after school was a barrier for some learners. The headteacher has worked with partners to provide a wider range of lunchtime clubs to ensure no child is missing out on opportunities to explore and develop a talent or interest.
- Staff across the school believe strongly in equity of experience for all learners. As a result, they are proactive in providing resources and minimising the financial cost of experiences. This is well supported by the Parent Council and community council who are instrumental in fundraising to pay the cost of transport, for example, so that there is minimal cost for parents.

## School choice of QI : 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- The school's arrangements to support learners and their families at key points of transitions are well planned to ensure children's mental, emotional and social needs are met. The school actively seeks opportunities in an ongoing way for children to develop friendships with their peers in other local schools. Examples include joint drama work, participating in sporting events and P7 residential trips. These events are supporting children to develop their social skills as well as creating a more holistic identity as an ASG.
- Nursery practitioners work together with parents to support smooth transition from home to nursery. Practitioners have developed a range of approaches to support children and parents including a phased settling in period. They have effective approaches in place to gather key information from parents which helps to promote continuity in care and learning. A main focus for practitioners is fostering positive and respectful relationships with children and their families. Careful consideration is given to individual children's care and support needs. Practitioners provide good support to children who may need more time and help to settle and become confident in the setting.
- Due to close proximity of the P1-3 class, children in the nursery have many different ways to become familiar with the school and staff. This is supported throughout the year as children join primary classes for different events. In the final term of nursery, this transition is more structured and includes time in the P1-3 class. Nursery children also join the whole school for lunch in the hall. Last session the P1 children created a video for nursery children to share their experiences of transition. Information about prior learning and tracking is also passed on to help support continuity in learning. We have discussed with the school ways in which this can be strengthened further, including involving nursery children in the school's improvement groups and having joint play and learning sessions across the early level.
- The school works effectively with its associated high school to support transition for all children in P7. In addition productive partnership working has supported both schools in planning learning activities to ensure individuals receive an appropriate level of challenge in their learning. For example, work is currently underway with the associated high school to support individual learners in numeracy and mathematics.
- There are effective transition arrangements in place for children with additional needs. For example, where required, the school works with parents, partners and children to provide enhanced transition. Last session, this was very well supported by the headteacher facilitating additional visits to the associated high school and regular visits to the class from high school staff. The school should continue with its plans to develop a transition focus on developing resilience for its P7 children.
- Staff across the school use tracking booklets, shared access to digital information and professional dialogue sessions to share individual learners' progress at points of transition. Children in the middle and upper stages are beginning to contribute to this through their individual blogs which profile some of their strengths and achievements. In taking forward

transition, staff should build on their existing arrangements to ensure they are planning effectively to ensure continuity and progression in learning to enable all learners to build on prior learning and make the best possible progress. Planned improvements to curriculum progression pathways and new approaches to electronic tracking will support this work. It will be important, however, the staff consider carefully the implications of teacher workload in developing new systems.



## 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.

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