HMIE | His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

Summarised inspection findings

Moore House Group Dunkeld Campus

26 May 2026

Key contextual information

Moore House Group Dunkeld Campus is an independent additional support needs school situated in the village of Butterstone, Perthshire. The school provides specialist educational support for children and young people with a wide range and complexity of social, emotional and communication needs. This includes young people with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), anxiety and mental health needs. Almost all young people who attend Moore House Group Dunkeld have significant gaps in learning. The current school roll is 22 children and young people ranging from P7 to S6.

The school is led by the head of education and a depute head of education. There are eight (5.2 fte) teachers, an outdoor learning coordinator, a support service senior practitioner, a support service practitioner and two support for learning assistants. In addition to this staffing complement, three independent tutors are employed on a part-time basis.

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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 head of education is very well respected across the school community. Ably supported by the depute head of education, she leads staff very well in creating a warm, welcoming learning environment. All staff have a strong understanding of the context of the school and are sensitive to children and young people's needs. They work very well together to make sure that learners benefit from caring, attentive support. As a result, almost all children and young people demonstrate improved attendance and progress well in their learning in comparison to prior education placements.

- Senior leaders have worked with staff, children and young people to create values which are suitable and relevant. The values of Acceptance, Aspiration, Attainment and Achievement reflect well a vision to create a positive and inclusive school culture. Staff promote a culture which supports almost all children and young people to feel supported and accepted. As a result, children and young people are respectful in their interactions with each other and staff. Almost all staff demonstrate a strong commitment to developing further opportunities for children and young people to attain and achieve increasingly well. For example, staff are working together to enhance curricular pathways to meet better children and young people's increasingly diverse range of learning needs. Senior leaders and staff should now promote further the school values and embed their use more fully across the school.

- Senior leaders have established strong processes to share information and communicate with the wider staff team and children and young people. Senior leaders and staff participate in daily morning team meetings. They provide updates on children and young people's progress and wellbeing and share useful strategies to help overcome barriers to learning and engagement. This collaborative approach ensures that important details are shared timeously. Staff are able to respond proactively to the emerging needs of children and young people. Senior leaders and teachers inform children and young people of upcoming events and activities at weekly assembly meetings. This helps children and young people to anticipate and prepare for any changes to their normal routines.

- Senior leaders have collaborated well with staff to develop an annual school improvement plan (SIP) with agreed priorities. These priorities are decided through consultation with teachers and the wider staff team. Staff identify next steps by reviewing previous improvement priorities and engaging in professional dialogue using How good is our school? 4th edition (HGIOS4). Staff are currently working well together to improve identified areas including transition processes; learning and teaching; and the curriculum. Senior leaders provide reports to the Board of Governors on the progress made throughout the year. Senior leaders and staff

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should continue to develop their approaches to gathering evidence when agreeing priorities. This evidence gathering should include using more strategically attainment and attendance data to identify patterns and trends. Senior leaders should also consider how to gather the views of children, young people, parents and partners more fully to help identify future priorities for improvement.

- The Board of Governors work closely with senior leaders to identify the school's strategic and operational priorities. They provide effective support during regular visits to monitor the progress that senior leaders are making in relation to school improvement and quality assurance. This includes observing the quality of children and young people's classroom experiences. Senior leaders provide an annual Standards and Quality Report (SQR) to the Board of Governors. These reports detail clearly the impact of improvements undertaken over the course of the previous session. The SQR contains relevant evidence-based information on children and young people's progress including, for example, data relating to attainment and positive post-school destinations. As a result, the Board of Governors have a strong understanding of the impact the school is having on children and young people's outcomes.

- Senior leaders have developed effective quality assurance approaches to monitor and evaluate teaching, learning and attainment. They conduct regular observations of teaching and learning. Senior leaders should strengthen further how they analyse attainment and attendance data and the information gathered during observations. This will support them to develop a more holistic strategic overview of the quality of teaching and learning and the progress that children and young people are making.

- Staff support well most children and young people to develop their confidence and leadership skills in meaningful contexts, such as contributing to school assemblies. Led by elected pupil chairs, the student council meet regularly with the head of education to consider improvements. The head of education considers their suggestions and acts upon them. The student council's contributions, including the introduction of sensory resources, menu planning and development of sensory spaces, demonstrate meaningful impact. Their recent suggestion to promote healthy eating has increased the availability of fresh fruit across the campus. Children and young people are also represented on interview panels when new members of staff are being recruited. These experiences empower children and young people and foster a sense of pride and ownership. Senior leaders and staff should continue to extend further children and young people's contribution to formal aspects of school improvement.

- Senior leaders support well all staff to develop their knowledge and skill base through relevant career-long professional learning (CLPL). Staff learning aligns with whole school priorities as detailed in the SIP. Senior leaders meet annually with staff in Professional Review and Development meetings to discuss strengths and areas for development. Staff benefit from structured collegiate development opportunities. For example, the school has recently received accreditation for its approaches to meeting the needs of children and young people with ADHD and ASD. Most staff contribute well to implementing change across the school. This includes developing partnerships to enrich the curriculum, promote outdoor learning and work to improve learning and teaching. A few members of staff are participating in accredited learning programmes to enhance their leadership skills.

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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 relate well to children and young people and effectively encourage them to engage in learning. Staff are consistently nurturing, patient and respectful in their interactions with children and young people. They create a calm and purposeful learning environment. Children and young people respond positively to this approach. They are well behaved, respectful and feel safe, included and accepted. Staff know very well the pastoral needs of children and young people, and this supports most learners to engage positively in planned learning activities.

- Staff use effectively a wide range of materials to help meet the diverse range of learning needs of children and young people. They create learning environments and breakout spaces that are bright, attractive and well organised. Teachers employ creative and imaginative approaches that successfully engage learners and sustain their interest. At the primary stage, children respond well to interdisciplinary learning and choices which are linked well to their own interests.

- In most lessons, teachers use questioning effectively to deepen thinking and build upon prior learning. The majority of learners work well independently, however whenever possible, teachers should promote and create more opportunities for them to work collaboratively with their peers. Teachers consistently share the purpose of learning by using learning intentions and success criteria. In a minority of lessons, teachers differentiate work well. Senior leaders should continue to ensure that good practice in learning and teaching is shared widely and more consistently applied across the school. This should include sharing approaches to differentiating classwork to make sure that learning activities are appropriately challenging for children and young people.

- Teachers use highly personalised and flexible strategies to support young people to engage purposefully in learning. All teachers use praise well to encourage and motivate learners. Most children and young people respond positively to organised, structured activities and work conscientiously through set tasks. Staff use firmly-established classroom routines to support children and young people to engage in learning effectively. Children and young people are particularly motivated by practical activities and tasks designed around their personal interests. In a few lessons, staff provide support too quickly when helping learners to find answers. They should allow more thinking time for children and young people to increase independence in their learning.

- Most teachers ensure that children and young people enhance their learning through the use of digital technology such as tablets, laptops, interactive whiteboards and digital cameras. All

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classrooms have access to laptops and desktop computers. These enable children and young people to access a range of educational programmes to develop their literacy and numeracy skills. Staff should continue to increase further the use of digital learning across all areas of the curriculum. In doing so, staff need to use a wider range of digital approaches to enhance learning experiences. For example, children and young people could improve their communication skills through use of assistive technology or by accessing podcasts, films and digital art.

- Children and young people benefit from a wide range of outdoor learning experiences within the school grounds, in the local community and through weekly visits to a nearby estate. Activities such as blueberry picking, tree climbing, abseiling, den building and caring for animals provide valuable opportunities to apply learning in real life contexts. These experiences significantly enrich the curriculum.

- Senior leaders plan transitions well and ensure that children and young people are carefully supported and prepared for successful inclusion into the school. Initial assessments are carried out by the psychological services and interventions team. These assessments identify strengths, potential barriers to learning and information about literacy and numeracy levels, including any gaps in learning. Teachers use a range of formative and summative assessment approaches to inform planning across the broad general education (BGE) and senior phase. They use these approaches to demonstrate well the progress that children and young people are making. However, there remains scope to strengthen the consistency and recording of assessment evidence. This should inform better meaningful next steps in learning for all children and young people and help lead to improved attainment outcomes.

- Most children and young people have a comprehensive 'My Profile' document. These documents provide all staff with an understanding of each child and young person's strengths, support strategies for learning, interests and aspirations. Teachers use the personalised strategies from these profiles to plan effectively and adapt their teaching to support purposeful engagement. Staff update these documents termly to track individual progress and build upon initial assessment and prior attainment. Teachers provide valuable subject reports with individualised feedback for each child and young person. Within this document, the 'Learner Journey' details curriculum levels, termly targets across subjects and a 'Wellbeing Plan'. However, the quality of the content within the 'Learner Journey' is variable. Senior leaders and staff should systematically monitor and review the quality of each 'My Profile' more rigorously. In doing so, they need to ensure that children and young people's targets are specific, time-limited and measurable.

- All children and young people benefit from regular opportunities to discuss their profiles and progress with a key adult. This helps them to identify and agree appropriate next steps. Senior leaders meet termly with teachers, and where appropriate children and young people, to review progress and engagement. These meetings provide a valuable platform to discuss learning and progress. Senior leaders should strengthen further the focus on raising attainment by recording these discussions. They could then use this information to set agreed targets with teachers and more effectively monitor the progress made.

- Senior leaders are at the early stages of tracking children and young people's attainment in the BGE. Teachers track termly the progress of individual children and young people using Curriculum for Excellence (CfE) levels. Senior leaders now need to develop more robust

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tracking systems to collate, analyse and monitor progress to help facilitate a whole school picture of attainment over time.

- In the senior phase, staff have taken positive steps to engage in verification activities both internally and with external partners. Almost all staff recognise the need to improve moderation processes in the BGE. Teachers should develop further their approaches to moderation in the BGE to help ensure greater consistency and reliability. This will support teachers to build further confidence in their professional judgements.

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2.2 Curriculum: Learning pathways

- The school's curriculum rationale promotes flexible, individualised and progressive curricular pathways for children and young people. These pathways reflect very well the interests and needs of children and young people. The school places a strong focus on developing children and young people's confidence, social skills and ability to build positive friendships. Staff use learning experiences to support effectively this development both within and beyond the classroom.

- Children and young people learn through a variety of planned routines and meaningful real-life contexts, such as shopping trips and visits to the local library. For example, young people recently visited a local bookshop as part of World Book Day activities. As a result of participating in this range of activities, children and young people develop their social and communication skills well.

- Most primary-aged children currently attend an outdoor learning programme. The school's outdoor learning coordinator delivers this programme weekly in partnership with a local estate. During these sessions, children develop a range of skills such as team working, creativity and employability. This programme is beginning to be introduced to young people in S1 – S3. As planned, senior leaders should continue with current plans to extend this offering to more young people, where appropriate.

- Senior leaders and staff are developing further active learning pathways to help meet the increasingly diverse learning needs across the school. Senior leaders and staff are building well the breadth and depth of the curriculum offering across the school. As young people progress into the senior phase there is an increased focus on activities and experiences which prepare them for post-school transitions. For example, staff support young people to build their confidence in travelling independently. Young people highly value this support. Staff engage well with community partners to provide a range of valuable learning experiences for children and young people such as participation in work placements and college visits. Senior leaders should build on the positive partnerships they have made to continue to widen further curriculum pathways.

- In a few classes, there is access to welcoming library spaces, with a range of age-appropriate fiction and non-fiction texts. As planned, staff and children and young people should continue to develop a second library space within the hub to encourage reading for enjoyment across the school.

- Children and young people receive their full entitlement to physical education (PE) through a range of activities including planned PE lessons in the gym hall and outside areas, for example badminton and biking. In the senior phase, young people achieve National 4 and National 5 PE qualifications.

- Most children and young people engage in meaningful experiences in religious and moral education (RME), linked to Christianity and other world religions. Teachers ensure RME is relevant and that issues of morality are discussed in other curricular areas, for example social studies and English.

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2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff engage very well with parents and carers through formal meetings and more informal communication approaches. They have developed very strong, supportive relationships. Parents value very highly the supportive nature of home-school communications and the strong partnerships that have developed. Staff ensure that parents' views are taken fully into account and contribute towards approaches and next steps. As a result, children and young people benefit from support strategies that are shared effectively between home and school.

- Senior leaders provide high levels of support to parents and carers during transition periods. There is frequent, purposeful communication to relay successes and address barriers. For children and young people transitioning into the school, this reduces anxiety and aids the integration of learners and their families into the school community. All young people moving into a post-school destination benefit from careful planning. Senior leaders and parents plan jointly to ensure that young people are supported to build confidence in less familiar learning environments. For example, through planned visits to work placements, colleges and universities.

- Senior leaders and staff invite parents to participate in whole school activities and community celebrations. These include end of term award celebrations and sports days that celebrate the success and progress that children and young people are making.

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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 Board of Governors.

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3.1 Ensuring wellbeing, equality and inclusion	good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, staff, children and young people have a shared understanding of the importance of positive wellbeing. Children and young people explain confidently what helps ensure and sustain their emotional wellbeing. Most children and young people participate positively in sporting and lifeskills activities that support their physical wellbeing. These activities include outdoor play, badminton and food preparation. Staff plan suitable wellbeing activities such as soft starts and structured learning activities outdoors to support regulation and quiet time within the Marlee nurture space. Senior leaders recently introduced this space and an adjoining sensory room to enhance therapeutic approaches. A minority of children and young people access wellbeing support from a key person in Marlee when this is required. Staff provide children and young people with support during one-to-one nurture sessions. Staff support well children and young people to manage anxieties and reduce barriers to engagement in learning. Senior leaders and staff should continue to embed this provision and extend its use to benefit more children and young people.

- Almost all children and young people develop strong relationships with staff and peers. These relationships are grounded in acceptance and respect. All children and young people have a key teacher and a key person. Almost all children, young people and parents value highly the support provided by key staff and how it promotes safety, inclusion and wellbeing. Children and young people receive regular emotional check-ins to share their feelings and, if need be, timetables are adapted to ensure their wellbeing and mental health needs are prioritised. A few classes have a class charter that promotes children's rights. Staff should embed children's rights more fully into the work of the school. Children and young people need to deepen their understanding of the importance of their rights.

- Across the school, staff prioritise pupils' emotional wellbeing and sense of belonging to ensure that children and young people feel safe, valued and ready to learn. Almost all children and young people confidently share that staff are approachable and de-escalate any incidents quickly and sensitively. Staff are highly aware of individual support strategies and use these well to provide suitable care for children and young person who are distressed. As a result, most children and young people engage in learning, attain and achieve in a supportive, nurturing environment.

- Across the school, most children and young people have wellbeing targets within their My Profile plans. However, the quality of these targets is inconsistent. It is difficult to measure the impact of these targets and how well they support children and young people to improve their wellbeing. Senior leaders and staff need to make sure that all children and young people know

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their wellbeing targets and are fully consulted in agreeing them. They also need to ensure that all targets are specific, measurable and meaningful.

- In the senior phase, staff support well young people to gain certification for their knowledge of wellbeing. Most young people achieve qualifications in health and wellbeing. Through these qualifications, staff are supporting well young people to develop their communication skills and deepen their understanding of the importance of wellbeing.

- Staff support effectively young people to prepare for examinations. They are sensitive to reducing anxieties by working with young people and families to identify strategies to mitigate barriers.

- Senior leaders engage appropriately with statutory requirements and codes of practice to help meet the needs of almost all children and young people. Senior leaders and staff host regular review meetings with parents and relevant partners to review children and young people's progress. At these meetings, senior leaders and staff ensure the voices of children and young people, parents and partners are listened to and carefully considered, for example when exploring post-school options. Senior leaders engage well with staff, families and partners to support children and young people to succeed in school. As a result, almost all children and young people experience improved outcomes.

- Senior leaders fulfil their statutory requirement to consider whether to create a coordinated support plan (CSP) for children and young people. In doing so, they consult fully with parents, local authority officers and partner agencies. Senior leaders should continue to build on this approach and develop further parents, children and young people's understanding of the purpose of a CSP.

- Senior leaders and staff engage in high-quality professional learning aimed at reducing the need to use physical intervention approaches. In doing so, they take fully into account national guidance. A senior day practitioner is accredited to deliver training on de-escalation and preventative approaches. As a result of this ongoing high quality professional learning, staff successfully adopt a range of de-escalation and prevention approaches. They support very well children and young people who are anxious or distressed without the need to use physical intervention.

- Senior leaders and staff are dedicated to improving equality and diversity. They model inclusive practice well, resulting in children and young people treating one another with acceptance, kindness and respect. Children and young people feel safe and secure whilst in school and there are no recorded examples of discriminatory behaviour. Senior leaders and staff use whole school assemblies effectively to promote diversity and equality, with children and young people often leading on relevant issues. Children and young people demonstrate a strong awareness of the importance of accepting one another, and of equality and diversity issues.

- Children and young people benefit from very effective transition programmes that are supported well by staff, parents and partners. Staff are proactive in planning for individuals at key transition points. They build very positive and effective relationships with children and young people, parents and partner agencies, for example other schools and health practitioners. Staff, in full consultation with children and young people and parents, develop

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person-centred plans and timetables. These plans and timetables help almost all children and young people settle into the school successfully. They offer a range of activities to help children and young people adjust to school routines quickly, for example, morning soft starts, breakfast club and nurture time.

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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 English

- Most children and young people are making good progress in literacy and English. A minority of children and young people are making very good progress, particularly in the senior phase.

Listening & Talking

- At second level, children and young people articulate whether a piece of writing is a fact or an opinion. They listen attentively in range of contexts, for example during assemblies and student council meetings. Children and young people identify the main ideas when listening to someone reading a short piece of text. They demonstrate understanding and curiosity through relevant responses, rich discussions and questions. Children and young people contribute ideas during whole-class discussions and effectively build on others' contributions. They now need to be supported to develop further their use of verbal and non-verbal techniques in presentations and interactions. For example, by using techniques such as eye contact, body language, emphasise and tone. At third level, children and young people listen critically across a range of contexts. They lead and sustain presentations and discussions, talking for different purposes such as to inform and explain.

Reading

- Recently, staff have introduced an online reading programme across the school. As a result, most children and young people are motivated to read for purpose and enjoyment. At second level, children and young people identify the main ideas and supporting detail from a range of texts, for example fairytales. They confidently recount a story using a short film as a stimulus. Children and young people read texts of varying genres and answer comprehension questions. They should be supported to develop further their use of notes when creating new texts to show their understanding of themes, topics and issues. At third level, children and young people identify tone, mood and atmosphere. They analyse word choice and sentence structure, and how structure affects meaning. A few children and young people are reading for enjoyment in their own time, demonstrating increased motivation to read.

Writing

- At first level, children and young people write simple texts, for example fact files, helping them develop their understanding about the purpose of writing for different audiences. They need to be supported to develop their understanding of characterisation when writing imaginatively by creating interesting characters through their thoughts, feelings, actions and physical descriptions. At second level, children and young people write in sentences, using different

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sentence structures, spelling strategies and grammar. At second level, children and young people extend their use of vocabulary and use descriptive language such as adjectives. They use digital technology well to create a range of texts, including pieces of persuasive writing. At third level, children and young people self-assess their own writing critically and redraft to improve clarity, effect or style.

Senior Phase

- At the senior phase, all young people are successfully working towards achievement of National Qualifications in communication and English at Scottish Credit and Qualifications Framework (SCQF) levels 3 to 6.

Attainment in numeracy and mathematics

- Most children and young people in the BGE are making good progress in numeracy and mathematics.

Number, money and measure

- At second level, children and young people solve simple algebraic equations with one variable and apply knowledge to identify unknown values. They compare costs using real life contexts such as trips to local shops, budgeting for a dream holiday and carrying out affordability reviews of essential and non-essential household bills. At third level, young people convert decimal fractions and percentages into equivalent fractions. They apply their knowledge of number to calculate wages and overtime rates. Young people show confidence in selecting appropriate strategies and tools, including calculators, to support accuracy and efficiency of their calculations. Young people at third level are not yet able to evaluate square and cube roots.

Shape, position and movement

- Within second level, children and young people estimate and measure accurately to the nearest millimetre, centimetre and metre. They calculate the perimeter and area of straight sided two-dimensional (2D) shapes in square centimetres. At third level, young people identify corresponding, alternate and vertically opposite angles and calculate missing angles. They use their knowledge of the coordinate system to plot and describe the location of a point on a grid. Young people are not yet confident in calculating the area of compound shapes.

Information Handling

- Children and young people at second and third level apply effectively their numeracy skills in meaningful contexts. For example, by conducting surveys and presenting data in a variety of formats such as tables, bar charts, line graphs and pie charts. They are less confident in analysing, interpreting and drawing conclusions from a variety of data.

Senior Phase

- Most young people in the senior phase are making good progress from prior learning. Learners are working successfully towards National Qualifications in mathematics at SCQF levels 2 to 6.

Attainment over time

- Almost all children and young people are significantly improving their school attendance in comparison to their prior education placements. Senior leaders and staff monitor and review attendance regularly. They plan appropriate interventions to increase engagement in learning for those children and young people who have difficulty in attending school regularly. For

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example, soft starts and bespoke activity sessions are built into the timetable. Most children and young people have successfully re-engaged in education. As a result of personalised programmes, bespoke interventions and high levels of support, they are increasing their attainment and achievement levels. A majority of children and young people demonstrate improving patterns of attendance over time.

- Most children and young people in the BGE have attended the school for a comparatively short period of time. Due to gaps in previous education placements and prolonged periods of absence, attainment information available on arrival is often incomplete. In the primary, teachers report on children's progress in literacy and numeracy using CfE levels. In the secondary, young people's attainment is recorded across the curriculum using CfE levels or against National Qualifications as appropriate to their stage. Overall, most young people are attaining well since starting their placement at the school. Senior leaders and teachers now need to refine further their approaches to measuring progress on attainment over time. They need to make sure that information on progress is collated, shared more widely and critically reviewed during the quality assurance cycle. This should support staff to maximise children and young people's progress by addressing identified gaps in learning.

- In recent sessions, almost all young people in the senior phase have achieved National Qualifications, at a level appropriate to their individual need, between SCQF levels 2 to 6. This includes qualifications in English, applications of mathematics, history, modern studies and media studies. A few young people have gained qualifications at local colleges. Overall, most young people have attained well as they moved through the senior phase, while a few have attained very well. Senior leaders and staff should continue to build senior phase learning pathways to increase young people's choice and personalisation and raise attainment further.

Overall quality of learners' achievement

- Most children and young people participate very well in a wide range of out of class activities. These activities include curricular trips to local museums to deepen understanding of history topics, and practical activities, such as the market garden project using the school's polytunnel. Children and young people take part very well in the school's wider achievement offer and enjoy physical activity, such as golf, archery and cycling. Senior leaders and staff record details of children and young people's participation and the positive impact this has on developing personal skills and attributes. As a result of participating in these opportunities, children and young people are learning how to communicate, self-regulate and navigate social situations in less familiar and less controlled environments. As a next step, senior leaders should develop a system to track and monitor children and young people's achievements in school.

- Staff support very well children and young people to engage in games and activities during breaks and lunchtime. These activities include pool, computing, table tennis and chess. Children and young people's views on preferred activities are listened to and taken effectively into consideration. Staff respond attentively to individual needs and provide appropriate scaffolding to ensure that almost all children and young people interact positively with adults and peers. As a result, children and young people are building meaningful friendships and demonstrate kindness, respect and acceptance of differences.

- Most children and young people are able to gain accreditation for their personal achievements and skills development. They have received awards relating to personal development, literacy, cycling, leadership, food hygiene and football coaching. Children and young people's

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accreditations are celebrated at whole school assemblies and showcased in prominent displays. Most children and young people are proud of their achievements and contribution to the school and local community. Children and young people are increasing their confidence, independence and sense of responsibility through their achievements. As planned, senior leaders and staff should continue to develop the wider achievement curriculum to provide progression, accreditation and certification for all children and young people. Children and young people should benefit from increasingly individualised programmes, more options and a greater range of active learning opportunities.

Equity for all learners

- All young people in recent years have moved successfully into a sustained positive post-school destination, including placements at colleges and universities. Most children and young people take part in vocational learning activities in the BGE and in the senior phase. These activities include partnerships with local estates where children in primary are learning valuable, practical employability skills in a rural setting. Staff have created strong partnerships with local businesses and charities to enable children and young people to develop their understanding of the world of work. Senior leaders engage very well with partners in Skills Development Scotland and parents. They plan collaboratively and make sure that young people are able to access the support they need. As a result, young people manage post-school transitions successfully.

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Explanation of terms of quantity

The following standard HMIE 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.

On behalf of the Office of His Majesty's Chief Inspector of Education in Scotland

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