

Summarised inspection findings

Tulloch Primary School

Perth and Kinross Council

16 September 2025

Key contextual information

Tulloch Primary School is a non-denominational school which serves the northwest of Perth. At the time of inspection, the school roll was 347 children organised across 14 classes. The school also has a nursery class with a roll of 66 children. The acting headteacher, who has been in post for 6 months, is supported by two part time deputy headteachers who share one post. A further deputy headteacher post is currently filled by a teacher on a temporary basis. There is a principal teacher who has responsibility for the intensive support provision (ISP) within the school. There are 16 children across two classes within the ISP.

A majority of children live in Scottish Index of Multiple Deprivation deciles 1 to 4. The school reports that 32% of children on the roll require additional support with their learning. Approximately 46% of children in P6 and P7 are registered for free school meals.

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 vision, values and aims have been established for several years. They are strongly embedded in the life of the school. The school vision is 'a roaring start to come on leaps and bounds'. Children are proud of their school and articulate well what the vision means to them. Children understand the values of courage and compassion and strive to uphold them. Children appreciate the regular reinforcing of these values. This is done through assemblies, reminders in class and through the issuing of house points. Senior leaders should now consider a review of the values to ensure they are relevant and meaningful to the current context of the school. Staff and children have worked well together to create a positive ethos, including a sustained focus on children's rights. Senior leaders and teachers promote a rights based approach regularly in assemblies and in class. This work has been recognised through a national accreditation scheme.
- All staff have a clear understanding of the socio-economic context of the school and know and support children's individual circumstances well. They have shared professional values and a strong commitment to social justice and improving the outcomes of children and their families. Staff provide timely and responsive support to children and their families according to their specific needs. They work very effectively with children, families and partners to create a strong sense of belonging and welcoming ethos for children to learn and thrive in.
- The acting headteacher has the trust and respect of the school community. She works effectively with the senior leadership team. Senior leaders have managed a recent transition period very effectively and sensitively. They have sustained a focus on quality improvement and improving outcomes for all children. Senior leaders have managed the pace of change well. This allowed improvement priorities in literacy and numeracy to progress as intended and for staff and children to be supported well.

- Senior leaders consult widely with staff, children and parents to gather their views about the life and work of the school. Senior leaders use How Good is Our School? (4th edition) with the teachers to evaluate identified quality indicators. Teachers are developing a shared understanding of the strengths and improvement needs of the school. The current school improvement plan (SIP) focuses suitably on raising attainment in literacy, numeracy and the development of play pedagogy. A sustained focus on literacy has impacted positively on children's outcomes in listening and talking. Senior leaders and teachers should build on current practice and continue to review all aspects of the school's work through systematic approaches to self-evaluation.
- Senior leaders have developed a useful quality assurance calendar. This outlines well the range of activities to monitor the impact of learning and teaching on children's attainment and achievement. Senior leaders collate information from learning observations which provides an overall picture of strengths and areas for development within learning and teaching. Senior leaders and all staff should continue to quality assure the school's approaches to learning and teaching with a focus on using valid and reliable assessment data. This will help them to monitor more effectively the impact of learning and teaching on children's attainment and achievement.
- Senior leaders support and empower all staff to lead change in their classrooms and in whole school improvement. Staff value the opportunities to share practices with neighbouring schools and through local authority networks. A few staff lead enthusiastically on aspects on school improvement such as the implementation of listening and talking, writing and numeracy. In literacy this has allowed small tests of change to be upscaled to lead to changes across the school. Senior leaders, with teachers, should now review more regularly the impact of changes to practice. This will help senior leaders evaluate more accurately the progress made.
- All teachers work collaboratively as an effective team and support each other well. They meet annually with senior leaders to discuss their professional development. The headteacher has created a relevant professional collegiate calendar which is linked appropriately to school improvement priorities. Staff value the opportunities they have for professional learning to develop their professional skills and knowledge. For example, there has been a focus been on developing data literacy skills. This is developing teachers' confidence when declaring children's achievement of a Curriculum for Excellence (CfE) level. Senior leaders should continue to support teachers' understanding of national standards through use of assessment data and further moderation activities.
- Older children are involved in leading and initiating change through leadership groups and leadership roles. Most children feel staff listen to them and take their views into account. There are a number of pupil leadership groups, which focus on issues such as the environment, digital learning and the promotion of children's rights. Through these groups, children set activities to improve their school and community, for example litter picking and planning sporting events. These groups are developing their leadership and teamwork skills well. Children in P7 buddy younger children and lead lunchtime activities. This is helping them to develop resilience and grow in confidence. A few younger children have leadership roles through school groups. Senior leaders should now plan more opportunities for younger children to undertake leadership roles. Staff have made a positive start to gathering children's views about the work and life of the school. Senior leaders should now increase children's participation in the development and review of school improvement priorities in a more systematic way. This could include the use of How Good is OUR School?
- Senior leaders share decisions about the use of Pupil Equity Funding (PEF) with the Parent Council. They should continue to involve staff, parents and children to determine the use of

PEF. This will further assist staff to support any gaps in children's learning and to accelerate progress where necessary.

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

- All staff across the school community work very well together to create a positive and nurturing ethos which supports children to feel happy, confident and valued. Most staff know and care for children as individuals and as learners. Children are very proud of their school and are welcoming to visitors. Staff have worked collaboratively to make best use of spaces and create a consistent approach to creating bright and attractive classroom environments which motivate children.
- Children engage meaningfully with the United Nations Convention on the Rights of the Child (UNCRC). They create class charters which are linked to sustainable development goals. Most older children identify rights and discuss what they mean and how they are relevant to them. Staff should continue to develop this important work to ensure all children fully understand their needs and rights under the UNCRC. All staff should continue to encourage children to see how their rights align with the school values and affect their interactions with others.
- A minority of children disengage and display inappropriate low-level behaviour when learning does not match their individual needs or the pace of learning is too slow. This negatively affects their learning and the learning of others. Senior leaders and all staff now need to use consistently agreed approaches to managing low-level disruptive behaviour and ensure that children are engaged more fully in their learning.
- In almost all lessons, teachers share the purpose of learning well by providing children with clear explanations and steps to success. This is helping children understand what they need to do to be successful. Teachers have worked well together to develop a consistent approach to structuring lessons. This is helping children to recap previous learning. Teachers now need to ensure that they provide all children with learning activities that offer the appropriate level of difficulty. This will support children to engage in learning more meaningfully. Children need more opportunities to practise and apply key skills at their level and take greater responsibility for their learning.
- Teachers use questioning effectively to check children's understanding in the majority of lessons. In a few lessons, teachers use very effective strategies to ensure all children are actively involved in thinking critically and offering well considered answers and opinions. In these lessons, teachers ask questions which encourage children to analyse and evaluate information. This helps ensure that all children are engaged in thinking and this extends their learning. Teachers should continue to develop their questioning skills to provide increased opportunities for children to talk about their learning and provide supporting detail for their answers.

- All teachers use interactive whiteboards effectively to share instructions as part of learning. In a majority of lessons, teachers make effective use of digital technology, such as video clips and augmented reality, to enhance children's learning. However, teachers now need to consider the over reliance of using video clips where a different approach may be more appropriate. Children enjoy using devices to play educational games, carry out research and write stories. In a few lessons, children are developing their use of devices well to access, share and record their learning appropriately using online platforms.
- Staff working with the youngest children have introduced a play-based approach to learning. Staff have adapted classrooms to provide free play opportunities for children. Children benefit from working with early years practitioners. The practitioners support children to deepen their thinking and understanding in literacy and numeracy and develop further their social skills. Moving forward, teachers need to ensure that child-led learning experiences provide appropriate challenge and are open ended. This should support children to make better progress in their learning. They should continue to engage with national practice guidance and professional reading to develop further their understanding of the role of the adult in facilitating high-quality play.
- In most lessons, teachers use formative assessment strategies effectively to assess children's understanding, for example, they encourage children to self-assess their learning and share their evaluations. They provide verbal and written feedback to support children to understand how successful they have been. A majority of older children use this feedback effectively to set personal learning targets in literacy and numeracy. In a majority of lessons, teachers use self- and peer-assessment feedback effectively to support children's next steps. A few teachers use plenary sessions well to check children's understanding and make links to prior and future learning. Staff support children to use class floor books to reflect upon and document learning. This practice is a helpful step in taking forward plans to ensure children understand and articulate their individual learning journeys. Senior leaders should support teachers to work together to develop more consistent use of formative assessment strategies. This will support children to make the best possible progress.
- Teachers moderate learning regularly through collaborative planning with stage partners, joint teaching and formal and informal discussions. Senior leaders allocate time on the collegiate calendar for staff to work as a team to engage in moderation activities. Teachers benefit from participating in moderation of writing with teachers from local schools. Further arrangements will support a shared understanding of standards and increasing teachers' confidence and of professional judgements.
- Teachers check and monitor children's progress through ongoing class, periodic and National Standardised assessments in literacy and numeracy. Overall, teachers' assessments of children's progress are not yet fully robust. Moving forward, staff need to review their approach to assessment to ensure a wider range of assessment evidence informs more accurately their professional judgement of children's progress. This should include the use of high-quality assessments where children can apply their learning to new and unfamiliar contexts.
- Teachers plan learning over long, medium, and short terms using the experiences and outcomes of CfE. Teachers need to ensure that assessment approaches become an integral feature of all planned learning. In doing so, they should use experiences and outcomes and national Benchmarks more effectively to measure children's progress across all areas of the curriculum.

- Senior leaders meet with teachers three times per year to discuss children's progress and the effectiveness of teachers' planning. These meetings are not yet resulting in a robust approach to tracking, monitoring and planning children's learning across the curriculum. Senior leaders and teachers now need to further develop the robust use assessment data to effectively monitor and evaluate children's progress and attainment across the curriculum.

2.2 Curriculum: Learning pathways

- All teachers use a combination of local authority and commercial progression frameworks to inform planning and ensure progression. They work collaboratively across stages to ensure consistency in planning for children at each level. Senior leaders provide teachers with bundled planners with group experiences and outcomes assigned to each year group. This helps children experience coverage of CfE experiences and outcomes and helps to ensure children experience the breadth of CfE if classes are reconfigured. Teachers need to take better account of the need for children to experience new and more complex subjects and contexts for learning as they progress through levels.
- Teachers revisit learning with children throughout the week. This provides children with opportunities to build on and consolidate skills. However, senior leaders need to work with teachers to revisit their timetables across the year to ensure children are provided with learning across all curricular areas.
- Teachers engage in professional enquiry to develop approaches to learning and teaching in literacy and English. This has helped to develop consistent approaches to writing and listening and talking. Teachers plan very effectively regular opportunities for children to discuss their ideas and share learning across all curricular areas. This is having a strong impact on children's vocabulary and confidence when talking about different contexts and subjects.
- All children receive two hours of high quality physical education (PE) each week. Children enjoy the quality spaces both indoors and outdoors for physical activity. Children and teachers benefit from the expertise of staff who have responsibility for delivering PE across the school, including from Active Schools.
- All children learn French progressively from P1 to P7. A few teachers use French conversational phrases well to reinforce vocabulary during points of transition during the school day, such as lunch orders and daily check-ins. Children in P5 to P7 learn Spanish vocabulary as part of the Modern Languages 1 + 2 entitlement.
- Children benefit from extensive school grounds which offer staff the opportunity to take learning outdoors. Teachers use the outdoor spaces for activities as part of children's daily learning. Senior leaders should continue to develop outdoor learning to ensure a more consistent, progressive approach at all stages.
- Staff have developed important links with a wide range of partners. This includes local businesses who support children to understand how their learning is relevant to the skills they will require across different careers.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff have positive partnerships with parents. They strive to involve parents in the life of the school. They have established a variety of ways to share children's learning and progress with parents. For example, each term teachers share 'Tiger Talks' which details the planned learning that will take place. It also highlights suggestions to help parents support their child's learning at home. Parents have access to children's online journals which provide information about their learning. There are 'meet the teacher events' at the start of each new session, where parents find out about their children's learning in their new class. Staff organise assemblies and 'learning showcases' throughout the year which allow children to celebrate their achievements with parents and carers. A few parents would appreciate more regular and timely feedback about their children's learning and development.
- Senior leaders and staff consult regularly with parents to capture their views on aspects of the school's work. For example, staff recently consulted with parents about homework and as result of feedback, they have adapted the homework policy and reporting format. Parents appreciate how approachable the senior leaders and staff are. They value the regular and accessible way the school communicates with them.
- Staff seek out opportunities for parents to support learning in the school. This has been done successfully as part of Health Week and World Book Day, where parents were able to deliver sporting activities and read stories to children. A few parents/carers regularly volunteer in the school, for example, helping in the library and supporting learning in classes.

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

- Across the school, almost all staff demonstrate a strong commitment to improving outcomes for children and their families. All staff take part in regular professional learning which helps them to have a better understanding of their own school context and the particular challenges children and families face. Across the school, most staff have respectful, positive relationships with children. They know the children and families very well and almost all staff demonstrate care and kindness through their interactions with children. There are instances of a few children becoming disengaged in class and disrupting the learning of others. It would be helpful for staff to set clear expectations of behaviour regularly with children, to mitigate against potentially disruptive behaviours. This will further develop caring, respectful learning environments across the whole school.
- Over the last few years, senior leaders have taken positive steps to promote a culture of wellbeing across the school. The acting headteacher demonstrates a high level of compassion for children and their families. Children feel safe at school, and almost all identify a trusted adult whom they can talk to if they are worried or upset. Most parents believe staff know their children very well as an individual. Children have a very good understanding of the wellbeing indicators. They talk confidently about how their experiences at school help them to understand and improve their wellbeing. For example, children articulate well how the school supports them to be active and healthy. Most teachers make use of the wellbeing indicators to prompt children to talk about their feelings. It would be helpful for all staff to develop an agreed approach to using the wellbeing indicators. This has the potential to enable all children to evaluate their own health and wellbeing and better articulate how they are feeling.
- Senior leaders and staff take a very proactive approach to gathering key information about children's wellbeing. Children complete Getting it right for every child (GIRFEC) surveys and wellbeing webs twice per year. This provides an overview of individual children's wellbeing. Senior leaders and staff analyse and use this data well to inform planning and both targeted and universal interventions. Children benefit from an extensive range of support. For example, groups of children take part in the school's successful outdoor education programme. Children articulate well how participating in this programme helps to build their self-esteem and their confidence, both in class and beyond. Staff also monitor carefully the opportunities children have to participate in out of school activities and take steps to widen their experiences. Staff encourage active travel to school. Children have access to scooters and helmets which they can borrow to be physically active at home and use to travel to school. Staff take positive action to ensure all children, including those who may face additional challenges, have opportunities to feel included and enjoy success in a wide range of contexts.
- Senior leaders and staff have established very successful partnerships with a range of partners to improve outcomes for children. Teachers collaborate well with the school's partner organisations to increase the opportunities children have to participate in a range of sporting

activities. Children talk confidently about their successes in cricket, athletics, and basketball. Children recognise that participation in activities such as these is helping them to lead a healthy lifestyle. A few staff also provide after school clubs, for example, football and dance, which also impact positively on children's wellbeing. To develop this further, staff should explore ways of supporting children to lead clubs in school to give them more opportunities to experience new activities and reinforce taught skills. This will also help children to develop important leadership skills.

- Children benefit from blocks of whole school weekly 'Tiger Teams Skills Hour' where they participate in a wide range of activities to promote their wellbeing. Children speak enthusiastically about the opportunities they have to try out new activities and enjoy success.
- Using information gathered from wellbeing assessments and observations, staff have supported a few children to access counselling sessions. Children speak positively about the impact this has had on their confidence and resilience. Staff also direct families to a wide range of supports in the community which is helping to improve outcomes for children. This also includes providing parenting programmes. Staff have established a daily wellbeing breakfast club for an identified group of children. This allows children to have a positive and settled start to the school day, which in turn supports them to engage with learning more effectively. As a result of the extensive range of supports available, most children feel valued and make strong progress with their wellbeing.
- Across the school, almost all children have a good understanding of the concept of children's rights. Staff support children to understand the language of rights and the need to protect the rights of others. Most children feel confident discussing their rights. Staff are taking positive steps to embed children's rights across all aspects of school life.
- Using a new local authority framework, senior staff follow an effective staged approach to providing successful, targeted interventions for children who have additional needs. The support for learning team work well with class teachers to provide targeted support. Staff create plans with clear targets for individual children and these are shared with parents at regular planning and review meetings. Children are active participants in discussions and decisions which may affect their lives. Parents of children who require additional help with their learning are very satisfied with the level of support their children receive. Staff involve children in identifying the effectiveness of programmes and in planning future interventions.
- Staff collaborate well with allied health professionals, education partners, community learning assistants and educational psychology service to assist children who require additional support with learning. This is helping to ensure children receive well-planned and tailored support. As part of children's review meetings, senior leaders ensure that care experienced children are considered for a coordinated support plan.
- Senior leaders and staff comply fully with statutory requirements. The acting headteacher ensures approaches to record keeping and chronologies reflect national guidance. Senior leaders have established effective approaches to monitoring and improving children's attendance. They work closely with parents to help improve attendance. This includes strong partnership working with other agencies, including social work, health and community learning and development. Senior leaders have had a positive impact in reducing the number of exclusions over the last few years.
- Inclusion and equality sit at the heart of the school's vision and values. Teachers use the CIRCLE Inclusive Classroom Scale to better meet the needs of children. Children have access to a range of classroom resources which help them engage better in their learning. They talk positively about calm corners and 'worry/thought' boxes in classrooms and how these are

used. Children benefit from a well-planned, progressive health and wellbeing curriculum. Children attend weekly assemblies where they learn about the school values, wellbeing indicators and children's rights. Children also explore the themes of equalities, diversity, and discrimination as part of school assemblies, workshops and class work.

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, children's attainment in literacy and numeracy is good. Most children across P1, P4 and P7 are on track to achieve national expectations in literacy and numeracy. A few children are working beyond national expectations. They now need opportunities to apply these skills to a wider range of contexts.
- Children who require additional support with their learning are making good progress towards their targets.

Attainment in literacy and English

- Overall, children's progress in reading and writing is good. Children's progress in listening and talking is very good.

Listening and talking

- At early level, most children listen to an adult for short periods of time and share their ideas confidently. At first level, most children listen and respond to others in a respectful way. They build appropriately upon the contributions of others. At second level, almost all children listen effectively to adults and peers to build upon their ideas during group and class discussion. They are skilled at explaining their thinking, drawing upon prior learning to justify their choices.

Reading

- At early level, most children hear and say simple sounds and are beginning to read simple words, at times with support from adults. Children at early level need a faster recall of familiar words to help them build fluency in their reading. At first level, a majority of children recognise the difference between fiction and non-fiction texts. They discuss their favourite genre and explain a few reasons for their choice. However, most children at first level need to develop greater fluency when reading aloud. At second level, almost all children read aloud with fluency and developing expression. They identify a few reading strategies to help them understand new and unfamiliar texts. Children across the school need access to more complex texts to apply their reading skills.

Writing

- At early level, most children write simple sounds and copy sentences from a board. They use finger spaces and add a full stop to sentences. However, only a few children use their knowledge of sounds to write words and sentences without adult support. At first level, the majority of children punctuate sentences correctly and are beginning to include more interesting vocabulary in their texts to engage the reader. However, only a minority of children transfer learned skills to writing across the curriculum without adult support. At second level, almost all children take notes and use these to create texts which provide accurate instructions

and information. They organise texts using the features of the genre. At all stages, most children are overly reliant on modelled pieces of writing. The majority of children at all stages are now ready to write with increasing independence to create new and extended texts.

Numeracy and mathematics

- Most children at all levels are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children identify and order numbers from 0 to 20 correctly. They accurately add two numbers within 20. At first level, most children successfully round numbers to the nearest 10 or 100 and are confident with place value within 1000. They use analogue and digital clocks to correctly tell the time, using half past, quarter past and quarter to. Children are less confident in their understanding of fractions. At second level, most children understand the relationship between fractions, percentages and decimals. They successfully calculate durations of activities using both 12- and 24-hour notation. At first and second levels, children should be supported to strengthen their ability to solve word problems through the application of their numeracy skills.

Shape, position and movement

- At early level, most children recognise common two-dimensional shapes and create symmetrical pictures with one line of symmetry. At first level, most children recognise the properties of three-dimensional objects. They identify compass-points but are not yet confident in identifying right-angles. At second level, most children name a range of three-dimensional objects describing their properties accurately. They are confident in describing acute and obtuse and would benefit from further revision of complementary and supplementary angles.

Information handling

- At early level, most children sort items with accuracy based on their own criteria. They interpret information from a simple pictograph to answer questions. At first level, most children discuss how to gather data using tally marks and interpret information from bar graphs, tables and charts. At second level, most children know how to collate information in a variety of ways and to label graphs accurately. At second level, children should now have opportunities to use digital applications to display and analyse a range of data from real life contexts.

Attainment over time

- Senior leaders have implemented targeted approaches to support children whose attendance is a cause for concern. They capture the data about interventions that are impacting positively on children's attendance, such as the 'nurture breakfast'. These approaches are supporting improved attendance for a few children and currently attendance is 1% higher than the same point last session.
- Senior leaders and teachers track children's levels of attainment in literacy and numeracy over time. Senior leaders respond to attainment data promptly and use small tests of change to identify approaches to learning and teaching that should improve children's attainment. Together, senior leaders and teachers implemented new programmes of work effectively which has helped children develop skills progressively, particularly in writing and listening and talking. Senior leaders and teachers should continue to develop approaches to tracking children's levels of attainment to ensure they are reliable and robust. Overall, children are not yet able to apply learning skills consistently well to different contexts, particularly in written tasks.

- Although the school's attainment data sits consistently higher than local authority comparator groups, it is below national averages. In response, teachers have taken steps to improve and accelerate children's progress in writing and listening and talking. This has helped to improve attainment over the last five years. Children's progress and attainment accelerates at second level which supports most children at these stages to attain within nationally expected levels. However, it is important that all children are supported and challenged to make the progress they are capable of as they progress, including through the early and first levels.
- A few children attend school on part-time timetables. Senior leaders and teachers work with professional partners to develop and review clear plans to extend the school day for these children. They work with parents to increase children's time in school through the development of individualised plans. They also consider where children can engage in educational experiences at home.

Overall quality of learners' achievements

- Staff are highly responsive to the needs of children. They track children's achievements closely to identify where children may have gaps in their experiences beyond their lives at school. Staff use feedback from children to plan clubs and experiences that provide them with additional opportunities to develop new skills. Children develop leadership skills through a variety of opportunities. They develop a wide range of sporting skills through golf and badminton clubs. Families value the work of staff to provide a wide range of experiences beyond the school day. Staff should now develop their tracking approaches to include the skills children are developing as a result of their wide range of experiences and achievements.
- Staff celebrate children's achievements both in and outwith school. Children enjoy their achievements being celebrated at assemblies, in newsletters and through online journals. Children are proud of their achievements and this helps them to recognise the range of skills they and their peers develop. Children benefit from learning about others through whole school celebrations of national events. For example, children take part in national events such as World Down's Syndrome Day to develop a better understanding of the needs of others.

Equity for all learners

- Almost all class teachers know their children well. Senior leaders use termly tracking meetings with teachers effectively to identify trends and where children may require additional support. Staff plan appropriate and well consider interventions. Senior leaders monitor children's progress to review and adapt interventions where required.
- Senior leaders use PEF appropriately to ensure universal and targeted support for children to achieve. Support has been provided for children who require additional social and emotional support. This includes the provision of additional staffing. As a next step, senior leaders should now measure the impact of all interventions more rigorously to ensure that these are successfully helping to reduce the poverty related attainment gap.
- Staff are sensitive when supporting families to reduce the cost of the school day. For example, the school runs a successful uniform bank where parents can access pre-loved uniforms. Staff also built a bank of scooters and bikes for children who require them to learn these sporting skills. This ensures all children experience success and develop life skills. With the support of the Parent Council, the school helps to subsidise the cost of wider opportunities and excursions for children.

Context

The Intensive Support Provision (ISP) in Tulloch Primary School is a setting for children who require an individualised approach to learning. There are two classes, Acorn and Oak, with 16 children overall. Younger children with more challenging support needs are placed in Acorn. Older children are placed in Oak. Most children in the ISP have been diagnosed with autistic spectrum disorders. The majority of the children spend all of their time in the ISP, with a minority accessing carefully chosen lessons with their peers.

Leadership of change

- Staff in the ISP are dedicated to their roles. They are keen to ensure the best possible outcomes for the children which they are working with. Staff work together flexibly as a team. They are led and deployed effectively by the principal teacher. The staffing of the ISP has recently settled after a period of change. Senior leaders should continue to develop approaches that ensure the ISP is fully integrated into the wider school community and identity.
- Staff have been involved in the development and evaluation of the ISP improvement plan. This plan acknowledges the ongoing need to improve engagement of children. It includes targets to develop an appropriate curriculum, to support children's progress in learning and to make best use of the ISP outdoor area. Steady progress is being made in each of these areas.
- Staff reflect on their practice informally, individually and together, on an ongoing basis. They are constantly looking for ways to improve their engagement with children and improve their learning outcomes. Staff value opportunities to collaborate with colleagues from similar provisions. Senior leaders should continue to support this through structured opportunities for professional dialogue and moderation.

Learning, teaching and assessment

- Children generally enjoy being in an ISP class. They are supported effectively by adults who understand their needs. Children mostly behave well. A minority of children find it more challenging to engage in education. Staff work diligently to involve them in learning activities. Staff in Acorn are primarily focused on engaging children in education. Activities are often related to pupil choice. These may be linked to specific educational outcomes. Staff recognise the need to build on current engagement strategies by further developing a curriculum that supports sustained learning and progression. Children in Acorn engage well in learning when working individually with the class teacher.
- ISP staff use the outdoor area well to support learning activities. Children use equipment, including the sand pit, slide and spinners, for free play or to focus before re-engaging with learning. They appreciate the garden area and are keen to observe wildlife. Staff also use this area to help children to develop and practice basic cycling skills.
- Each ISP class has an interactive whiteboard. Teachers use these to display information relating to the learning activity. Children have the skills to use them independently. Teachers should continue to explore ways to use interactive whiteboards more dynamically to enhance pupil engagement and learning.

- Staff assess children's progress in a number of ways, including using observation and by taking photographs of their achievements. They record and monitor children's progress using an adapted version of the school's attainment tracker. Teachers would benefit from further work with staff from other schools which have similar provisions, to moderate their learning and teaching approaches and assessment standards.

Ensuring wellbeing, equality and inclusion

- Staff know the children in the ISP well and understand their needs. Staff document and share these needs, as appropriate, with ISP supply staff. These needs are well documented and shared as appropriate, including with ISP supply staff.
- The majority of children feel safe in the ISP. Their wellbeing needs are addressed effectively by staff in a range of ways, including through timetabled activities.
- Staff are aware of appropriate legislation for meeting additional support needs in the ISP. Each child has a plan which is reviewed at least annually and which details their needs, objectives and support required. They also have an individual education plan (IEP) with long term and short term targets. If necessary, they have a sensory checklist and resilience matrix. Coordinated support plans (CSPs) are being considered for several children in the ISP.
- All children in the ISP are included in learning activities, although some do not participate in every lesson. A minority of children from ISP are included in classes with their peers for some of their timetable. Staff should now encourage and assist children in the ISP to take a more active role in whole school activities and to access leadership opportunities. For example, staff could support children from the ISP to be representatives on leadership groups. More could be done to include children from the ISP in the wider work of the school. For example, none of them are involved in the pupil council.

Raising attainment and achievement

- The average attendance for children in the ISP across the current session is 86.73%, with a range from 60.69% to 98.97%. Staff are aware of reasons for low attendance and have developed strategies to improve this.
- Younger children are making satisfactory progress in literacy. They communicate through symbols, signing and occasional spoken words. A few of them practise individual letter formation using applications on tablet computers. Older children are making good progress in literacy. They are developing their skills, listening well to staff and answering questions orally. They are also developing their writing, forming words and sentences. A few of them need to have written responses scribed for them. All children in the ISP enjoy adults reading a story to them.
- Younger children are making satisfactory progress in numeracy. They are aware of basic number processes and are encouraged to count objects, such as the legs of a spider or the number of wooden blocks which they can stack. Older children are making good progress in numeracy. They are developing their skills in addition, multiplication and tessellations through activities in class. However, they would benefit further from opportunities to practise their skills in real life situations. Staff are aware that they should explore links with the local community to enable children to develop life skills in an appropriate context.

- Children's attainment is assessed individually through observation in class and progress against targets. ISP staff have adapted a version of the tracker used across the rest of the school. This is used well by staff to show the engagement of each child in their learning. The short term and long term IEP targets demonstrate each child's progress over time. Children's achievements are captured daily, using photographs which are uploaded to the child's Learning Journal. 'Stories' include photos with accompanying text about activities that day. 'Observations' cross reference helpfully the child's achievement with assessment frameworks such as the Milestones. Parents are able to access these online and are encouraged to comment on their child's progress. Staff are aware that their Learning Journal entries would benefit from greater consistency in approach across classes.
- Children have access to a range of experiences out with their classes in school. For example, they visited the climbing wall in Perth College and have been shown how to tackle it safely. They have also visited the local library by bus. Children in P7 have been included in swimming lessons at Perth swimming pool as well as outdoor sports at Willowgate. These activities give them the opportunity to interact positively with their peers and develop their fine and gross motor skills.

Other information

- Staff in the ISP should ensure that children are getting their full entitlement to education, including access to physical education, religious and moral education, and modern languages.
- A minority of children in the ISP may react physically when distressed. This can put other children and staff in danger of getting hurt. Senior leaders should ensure that appropriate ISP staff are trained in physical intervention to keep everyone safe. They should also make sure that this training is kept up to date. Children's plans should make reference to physical intervention approaches if these may be needed, and parents should be informed and consulted. Each incident must be recorded and reviewed.

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.