

Summarised inspection findings

Mavisbank School

North Lanarkshire Council

4 November 2025

Key contextual information

School Name: Mavisbank School
Council: North Lanarkshire Council
SEED number: 8507848
Roll: 30

Mavisbank School is a non-denominational local authority special school in Airdrie. The school supports secondary aged young people with a range of complex additional support needs from across North Lanarkshire Council. There are 30 young people on the school roll across four classes, ranging from 11 to 18 years. All classes are multi-composite classes comprising a range of ages and stages. Class allocations take into account the learning and wellbeing needs of individuals and, where possible, provide them with a suitable peer group. A few learners are highly anxious and require additional support to engage in learning and manage their emotions effectively. The school provides individual support bases to support their wellbeing and learning. Across the school, staff access areas using a security entry system with swipe cards.

The leadership team comprises a shared headteacher and a shared depute headteacher (DHT), who have overall responsibility for the leadership and management of two special schools. The headteacher has been in post for 10 years and has been a shared headteacher for three years. Additionally, Mavisbank School has an additional full time DHT and principal teacher. 46% of young people reside in the Scottish Index of Multi Deprivation (SIMD) deciles 1 and 2. The remaining 54% are spread across SIMD deciles 3 – 6.

The school has undergone significant changes in the past few years. In 2021 the school changed its enrolment criteria from an all through school to a secondary only provision. The school is in the process of transitioning to a new site. Delays in building work have impacted the timing of the move. Currently, the senior phase curriculum is being delivered at the new site. From August 2025, the school will have to locate a whole class to the new site to accommodate the increasing school role while they await access to the new school site.

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

- Senior leaders have a strong, value-driven leadership approach, with young people's needs at the centre of the school's work. The headteacher and DHTs are highly respected by staff, parents and young people. They lead the school community effectively and have a clear understanding of the school's context. Staff value the visibility of senior leaders and their strategic approach to quality assuring the work of the school. Teachers state that this is building their capacity to improve. Parents speak highly of the impact that the school's work is having on young people and their families. Senior leaders ensure that young people receive help from a school community where they are well-supported, nurtured, and respected.
- Senior leaders developed the school's values in consultation with learners, parents, and staff. The values accurately reflect the shared aspirations for young people. The values of fun, working together, respect, nurturing, and support are reflected in the positive ethos and culture of the school. Learners and staff demonstrate the values well, and this is evident in the caring and compassionate interactions between staff and young people. The vision, values and aims are displayed throughout the school. The rights mascot, Artie Banks, supports the majority of learners to understand their shared values and rights better. While the current values are still relevant, the headteacher has correctly identified that it is an opportune time to plan a refresh. In taking forward this refresh, the headteacher recognises it is a good opportunity to provide the school community with a strong sense of common purpose as it adapts to changes in the school population. It has further potential to help prepare the school community for the upcoming relocation to a new setting.
- Senior leaders have recently reviewed approaches to monitoring and evaluating the school's work and are beginning to adopt a more strategic approach to leading change. As a result, all staff are involved in self-evaluation activities to identify appropriate improvement priorities. This is beginning to have a positive impact. Staff are developing well a shared understanding of the school's strengths and areas for development. The pace of change is well-managed, ensuring that sufficient time is allocated to embed new priorities. This work is ongoing, despite the recent challenges involving the relocation of the school and the significant change in the cohort's level of need. The current involvement of young people and parents in self-evaluation activities is still in its early stages. As a next step, the headteacher has identified the need to improve further parental and learner participation in improvement planning in a more meaningful, consultative manner.
- All teachers engage regularly in professional review and development meetings with senior leaders. Together, they reflect on their targets from the previous year and identify and discuss progress. Most teaching staff are dedicated to their professional development and regularly review and reflect on their practice linked to professional standards and school improvement priorities. They recognise the need for focused training to meet the changing needs of learners

and are positively embracing this aspect of their professional development. These developments are not yet providing consistency in the overall quality of learning and teaching.

- Staff are beginning to reflect on how the changing needs of young people will demand different learning opportunities, resources and teaching approaches. Staff are now collaborating with other schools to deepen and broaden their understanding of pedagogy to meet young people's learning needs better. Staff at all levels should now consider how these valuable opportunities to share effective practice can support them in further reviewing improvement priorities around planned learning. This should include broadening their knowledge of curricular offers, for example, in the senior phase, and how learning in other contexts can be further enhanced. These developments have the potential to provide richer opportunities for young people to develop their communication, independence, cognitive and social skills.
- Senior leaders are establishing more robust quality assurance procedures, and this is developing into an area of strength in implementing improvements and change. They are further developing their use of data about young people's progress well. In line with the school's self-evaluation calendar, senior leaders examine this data alongside frequent self-evaluation activities to inform school priorities. They ensure that the self-evaluation calendar, working time agreement and quality assurance processes align to support focused improvement activity. Senior leaders undertake a number of evaluative activities alongside teachers, including class observations, learner discussions, data analysis, jotter checks, and support and challenge discussions. This gives senior leaders a clear overview of young people's progress. Senior leaders have identified and taken forward improvements in planning, and teachers are more reflective as a result of these changes. All teachers agree that these measures are having a positive impact and provide a clearer understanding of expectations. Senior leaders have identified that these processes need to be embedded further to ensure greater consistency in the quality of learning and teaching. Senior leaders now need to provide further strategic direction to teachers to agree and develop a policy on what high-quality learning and teaching looks like in Mavisbank School.
- Staff are beginning to develop pupil leadership across the school. There is a recently formed pupil council that meets to give their views on a variety of topics. Staff have conducted pupil surveys to gather the opinions of learners on particular aspects of their experience. Staff should consider how they can further support young people in increasing pupil voice across the school. Developing a progressive leadership framework will better support this aspect of the school's work at both class and whole-school levels.
- Most staff members take on leadership roles, and they are aware of how their contributions impact school improvement and the delivery of outcomes for learners. Most teachers lead on aspects of school planning such as numeracy, sacramental training for Roman Catholic young people and a newly introduced outdoor learning programme.
- The Parent Council are increasingly prominent in supporting the work of the school. A significant number of parents meet regularly. They are actively involved in fundraising activities to provide trips and extra-curricular activities. The Parent Council provides a support network for all parents to share their experiences and offer advice on potential support. The Parent Council report that they are in frequent dialogue with the headteacher. They are consulted and feel that their views are valued and respected. Senior leaders are now well-positioned to develop this further by involving parents more actively in school improvement.

2.3 Learning, teaching and assessment

good

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

- Across the school, there is a consistently calm and purposeful learning environment underpinned by nurturing and supportive relationships. Staff ensure there are well-established and clearly defined routines evident in all classrooms. This is providing young people with a sense of predictability that enhances their feelings of safety and emotional security. Learners are able to engage more confidently and meaningfully in their learning, as a result. Staff demonstrate a strong and proactive dedication to supporting pupils' wellbeing and emotional regulation. In instances where young people's behaviour becomes dysregulated, staff respond with timely, individualised interventions that are both appropriate and effective. These actions ensure that young people are supported well in returning to task with minimal disruption. Interactions between staff and pupils are purposeful and consistently characterised by an effective balance of support and challenge. This helps young people re-engage and sustain focus, maximising their participation and progress.
- Staff employ a wide range of effective strategies to promote engagement and inclusion. These include the use of sensory equipment, designated quiet spaces, and therapeutic approaches such as massage, which support learners in accessing movement breaks before reintegrating into learning activities. Staff are highly responsive to the individual needs of learners, significantly contributing to young people's ability to self-regulate and succeed. Where prolonged disengagement occurs, staff skilfully adapt learning activities to align with young people's interests. This personalised approach often leads to renewed motivation and meaningful re-engagement.
- Across the school, almost all learners remain in multi composite classes for most of their day, as appropriate to their needs. In a minority of classes, there is a need for a greater variety of teaching approaches to engage learners more fully. In the majority of lessons, there is an over-reliance on whole-class and teacher led instruction. This limits the opportunity for young people to take ownership of their learning, resulting in a minority of learners becoming passive and disengaged. In all classes, support staff work closely with individual learners. They provide valuable individual support and are attuned to young people's regulation strategies, communication and interactions. Senior leaders should consider how best to deploy support staff more effectively to support the delivery and differentiation of learning and teaching.
- In almost all lessons, teachers communicate with learners by using verbal instructions, explanations and adult modelling. In a few lessons, teachers use questioning appropriately to extend young people's thinking. In the majority of lessons, verbal communication is enhanced by objects of reference, visual supports and adult modelling. A few learners are supported in using their communication devices effectively, however, these devices now need to be more consistently integrated into interactions and learning activities. The use of a 'total communication' approach should be deployed consistently across all classes to aid and

develop young people's communication, understanding, choice making and independence. Staff should further develop the use of alternative and augmentative communication (AAC) to support learners in developing their communication skills, enabling greater autonomy in their learning.

- Teachers use digital technologies effectively across all classes to enhance learning. Tablet computers have been purchased to extend learning and reduce digital inequity. This has a positive impact on the provision of differentiated learning activities, enhancing learner engagement. Staff use single message communication devices well to capture learner voice and share learning with parents. Switches are used effectively to enable access to learning activities for a minority of young people. Building on this positive start young people would now benefit from using more accessibility features, such as dictation and readers, to enhance further their learning and develop digital skills. This will maximise their independence and support better learner who have literacy barriers.
- Young people benefit from having regular direct access to the outdoors from all classrooms. Staff have developed outdoor spaces well to aid regulation and provide leisure activities. As a result, learners readily use outdoor spaces to support self-regulation. Teachers plan movement breaks and incorporate active learning into outdoor spaces, which enhances learning activities and promotes engagement.
- Most learners regularly engage in well planned and purposeful community-based learning such as swimming, visiting the ponies, shopping, and attending community events. This supports young people well to develop their communication skills in a more real-life context, as well as honing skills in following routines and using organisational skills. Where appropriate, senior pupils access relevant and engaging opportunities through attending college link courses. These experiences are helping learners to develop essential skills for learning and life and develop well their practical and transferrable skills over time. This supports them well as they move on from school.
- Teachers use formative assessments and observations to assess young people's progress effectively. Observations are recorded on a digital toolkit, with the teacher making overarching assessment statements. Senior leaders and teachers reflect termly on the findings of these observations. Teachers' assessment statements now need to be less descriptive and more clearly detail the key learning that has taken place. This should also include the level of support that has been planned for and provided. This will help ensure that the assessment of progression for each learner is clearer and more accurately reflects the small steps that learners make in their progress. Senior leaders and teachers should streamline planning and assessment strategies. This will help ensure that all planned learning builds more consistently on what young people can do as they progress through the school.
- Teachers' planning is reviewed three times per year in collaboration with senior leaders during the recently introduced support and challenge meetings. Staff engage well in collaborative moderation which is leading to improved confidence in teacher judgements against national Benchmarks. This is ensuring that individual progress is monitored, and next steps are planned for in key aspects of young people's learning and development at the correct pace. Senior leaders recognise the need to ensure that these termly support and challenge meetings help develop teachers' skills in data analysis. As planned, senior leaders should now provide opportunities for staff to participate in moderation activities to help ensure robust and consistent planning. Senior leaders and teachers should develop further assessment approaches to support a clear and shared understanding of standards within and across milestones and Curriculum for Excellence (CfE) levels.

- Senior leaders have recently reviewed the school's planning and tracking processes. Teachers plan thematically through interdisciplinary learning (IDL). In the best examples, teachers are planning for differentiation through individual learning intentions. Teachers also plan individually through each young person's Getting it Right for Me plan (GIRFMe). Each GIRFMe plan provides a detailed pupil profile, giving information on individual regulation strategies and required supports. The school makes very good use of partner agencies to create a holistic profile of needs from which teachers base planning. This provides strong foundations for a whole-school approach to teachers' planning to meet learners' needs.

2.2 Curriculum: Learning pathways

- Senior leaders have recently refreshed the school's curriculum, focusing on improving communication, social interaction, cognition, and wellbeing. They aim to equip young people with relevant skills for learning, life, and work. This approach aims to minimise barriers linked to their additional support needs. The updated curriculum appropriately reflects National Milestones and CfE experiences and outcomes, supporting learners with complex needs.
- Within the broad general education (BGE), teachers plan effectively, using National Milestones and CfE experiences and outcomes to provide a broad and balanced curriculum. Discreet learning is delivered through GIRFMe-based planning, and wider curriculum areas are covered through IDL, ensuring coverage of all curriculum areas over three years. This structured approach is beginning to ensure coherent progression. Senior leaders should continue to work with staff to maintain a strong focus on young people's GIRFMe targets to ensure all young people make the best possible progress in their holistic learning.
- In the senior phase, the principal teacher and staff are developing well a more personalised curriculum, offering increased choice and a stronger focus on accreditation. Programmes are now more bespoke, with greater emphasis on vocational and life skills, aligned to learners' interests. There is now a clear need to ensure all young people follow coherent progression pathways and gain appropriate National Qualifications. In particular, young people should gain greater literacy and numeracy qualifications progressively as they move through the school.
- Progression pathways in literacy and numeracy are in place from early level, with recent adaptations reflecting the National Milestones. The development of pathways in other curriculum areas is in its early stages. Senior leaders should continue to support staff in embedding progression frameworks across all subjects. Curricular programmes for learners at foundational and milestone levels of learning should be developed further. This will ensure that learning is progressive and well-matched to individual needs, helping lead to raised attainment for all learners.
- Most young people receive their entitlement to two hours of quality physical education (PE) per week. This comes from a range of school, therapy, and specialist partners, including movement programmes, yoga, swimming, pony riding, rebounding, and cycling. Teachers should continue to encourage young people to participate in more activities designed to enhance their physical wellbeing and increase their movement. Senior leaders should monitor how well learners with physical needs continue to receive their entitlement and ensure they are not disadvantaged compared to their more ambulant peers.
- Most young people explore well relevant cultural celebrations, festivals and traditions in line with the school's context. Planned curriculum activities are aligned with the experiences and outcomes of the religious and moral education curriculum.
- Staff have a well-developed and effective transition programme in place for all young people. This is based on positive partnerships with associated primary schools and partner agencies, as well as strong partnerships with parents. A range of well-planned, bespoke activities, including opportunities for enhanced transitions, is developed to meet the individual needs of learners. This is leading to young people entering the school and quickly settling into the new routines. Staff provide strong partnerships, working with multi-disciplinary teams that include the involvement of parents and young people, leading to well-planned senior phase transitions. This helps young people feel well-prepared to move on to positive and sustained post-school destinations.

- The school does not have a whole school library. Most classes have a small range of accessible books and texts which young people can select for enjoyment or which form part of planned learning. The school is scheduled to relocate to a new site. Senior leaders and staff should consider how they can make a wider range of diverse books and texts available for young people to further support their learning and provide meaningful opportunities to develop further young people's enjoyment of reading.

2.7 Partnerships: Impact on learners – parental engagement

- All staff have very positive relationships with parents across the school community. Parents feel very welcome in the school. They value the support offered to families. Parents highly value the wider community experiences offered to all young people and the positive impact this has on their skills development.
- The school, in partnership with the Parent Council, has implemented effective systems which promote high levels of parental engagement. These include the use of digital technology and, where required, bespoke approaches for individual families. As a result, parents feel supported to understand the progress their child is making.
- The school collaborates very effectively with other agencies to support families. They help families source additional resources, such as funding streams and support groups. The well-established 'Biscuit and Blether' is a valued opportunity for parents to meet together and access support. This includes gaining valuable information about support networks and discussing important areas of rights and guardianship.
- There is a strong sense of community within the school, supported by the Parent Council, which is growing in number. The Parent Council have a clear vision and purpose to support and develop further inclusive parental engagement.

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, young people. 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 young people 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

- Staff consistently model high-quality, positive relationships underpinned by the shared values of the 'Mavisbank Team Charter'. Almost all staff display strong nurturing qualities, tailoring interactions to the individual needs of all young people. This supports young people to feel safe, understood, and valued. Staff demonstrate high levels of skill in identifying and addressing additional support needs. Their sensitivity to pupils' emotional and non-verbal communication is a key strength. As a result, almost all learners feel safe and supported by trusted adults.
- Young people are supported to be as independent as possible through well-planned and responsive support. This fosters a resilient, 'have-a-go' attitude and contributes positively to their personal development. Relationships between peers are characterised by kindness and respect. Most learners behave very well and interact positively in class and throughout the wider school. These strong relationships foster a positive and inclusive school ethos, where all pupils experience a strong sense of belonging.
- Most young people working at milestones experience the language of wellbeing and rights used as part of school activities and during lessons. A few young people working at early level and beyond can discuss their wellbeing using increasingly appropriate language. They describe feeling included, having friends, and feeling safe at school. The introduction of mascots 'Percy' and 'Artie Banks' supports learners to understand further these important concepts. Staff make very good use of prominent class charters and visual displays to further reinforce key messages, helping young people's understanding and providing them with a visual aid to make connections. Staff's very effective use of values assemblies further extend young people's knowledge of their rights and wellbeing. Staff are highly effective in upholding the wellbeing and rights of all young people through their interactions and the support they provide. Almost all pupils can demonstrate improved wellbeing through their experiences in school. A few young people can articulate how staff support them to understand better themselves, their needs, and the needs of others around them. Regular, meaningful discussions and interactions with staff promote emotional development and help pupils feel valued and supported.
- Attendance across the school is high, exceeding national averages for the sector. A few pupils with complex health needs have lower attendance. Staff's use of effective tracking and timely interventions have improved outcomes where possible. Staff's strong partnerships with families and external agencies supports regular attendance and minimises learning disruption, for example, staff take on additional training to manage more complex health conditions at the school. A few young people are on part-time timetables. Senior leaders and staff work very effectively with partners and can demonstrate improved patterns of attendance as a result of effective interventions and adaptations for identified young people. Senior leaders should

continue to monitor and record in full the very occasional use of part-time timetables and exclusions in line with national guidance.

- Senior leaders have developed a clear pathway for supporting the wellbeing of all young people in the school. This pathway clarifies the expectations and levels of individual planning required to ensure all young people receive the correct level of support at universal, targeted, and specialist levels. Across the levels, detailed plans help staff fully understand the needs of each young person. As a result, staff are confident and skilled, delivering high quality wellbeing support to meet the needs of young people. This is leading to young people feeling safe, understood and very well supported. Young people accessing specialist support have bespoke programmes. They benefit from highly responsive planning. Staff have adapted areas of the school such as creating bespoke learning spaces with more regular access to outdoor sensory resources to support young people's needs. This supports young people to improve their attendance at school and engage in learning as best they can. Accessing these adapted areas helps reduce their levels of anxiety, enabling them to participate successfully in their learning more fully.
- Staff understand their statutory duties very well. Most pupils benefit from high quality, detailed, personalised plans. Staff receive annual safeguarding training, and senior leaders work effectively with partners to prepare coordinated support plans (CSPs) where they are required. The effective use of CSPs is leading to improved multi-agency working which is leading to improved outcomes for young people. A small number of young people have a CSP that is reviewed regularly with relevant partners.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young people through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Almost all pupils engage very well in the newly introduced, relevant, and progressive health and wellbeing curriculum that is well-aligned with wellbeing and GIRFME planning. Learners explore important themes, including safety, personal space, friendships, and emotional regulation. The school effectively tracks young people's progress through learner journals, and most young people make measurable gains in wellbeing and personal development as they progress through the BGE. A few pupils in the senior phase have attained a range of wellbeing awards and accreditations over the last few years. As planned, staff should continue to develop programmes in relationships, sexual health, physical wellbeing, and mental health education for all cohorts of learners.
- Across the school, learner voice is valued and acted upon. Pupil voice groups, such as the pupil council, and participation in review meetings ensure that young people have a say in decisions about their learning. This fosters a culture of respect and promotes active contribution.
- Staff ensure outdoor learning and movement breaks are effectively integrated into daily routines. For a number of young people this is supporting very well their ability to regulate, and have an improved sense of health, and wellbeing. Pupils use indoor and outdoor spaces meaningfully and demonstrate growing confidence in physical activity, including developing riding skills and progressing their coordination skills. Staff's positive sporting partnerships with the local community are further enhancing the range and quality of experiences young people

receive. Young people participate enthusiastically in sporting activities with increased enjoyment and skill.

- The school places a strong emphasis on developing young people's confidence and resilience through high quality regular, meaningful, community-based learning. Learners participate in a wide range of real-life experiences, including visits to cafes, shops, swimming pools, and animal interaction sessions, often supported by community partners. These activities are well-planned and effectively scaffolded, enabling almost all young people to build social tolerance and confidence. As a result, many pupils successfully engage in wider community events and try new experiences such as dining out. They participate in clubs and organised activities, leading to highly positive outcomes in their personal and social development both in and out of school.
- Young people's talents and achievements are celebrated very well through learner profiles and recognition awards. Staff participate in professional development including training on diversity and trauma-informed practices. The school actively celebrates a diverse range of backgrounds and faiths through responsive and inclusive approaches to religious and moral education. When required, staff support learners very well to meaningfully engage in religious observance such as preparing for communion and observing Ramadan using faith-based partnerships and community links. This supports learners in developing their values, appreciating diversity, and understanding others within their community.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and English is good and attainment in numeracy and mathematics is good. Almost all learners are working at the pre-early level Milestones, early level or first level. A few are working at third level CfE. All learners have an individualised curriculum as a result of their additional support needs. All young people require significant levels of additional support with their learning. Almost all young people attain expected targets set within their GIRFMe and core plans. A few young people are capable of achieving more and should be provided with further challenge in their learning.

Attainment in literacy and English

- Young people are attaining and working within pre-early level milestones, early level and first level of CfE, appropriate to their learning needs. A minority of young people are doing very well in writing. A few young people require further challenge across all organisers.

Listening and Talking

- Young people at the pre-early level Milestones respond to repetition within a class story and can use assistive technology to contribute to a story at key points. Learners at early level engage well with staff in familiar action songs, rhymes and sensory stories. They develop well their preferred methods of communication and use these to engage with stories, for example by appropriately dancing or playing instruments at the correct time in a story. At first level, young people show awareness of resources to engage with others while talking. They select and share information, for example by using notes on an electronic device to present a solo talk to the class. Learners at third level are using a range of verbal and non-verbal techniques in their interactions with others and are aware of the importance of body language, emphasis, pace and tone. Across all levels, progress in listening and talking could be further developed by refreshing the school's communication charter to clarify the strategies used to support communication for all learners.

Reading

- Learners at the pre-early level Milestones demonstrate an awareness that symbols carry meaning while exploring a familiar story. They can select the correct object, for example selecting a model representing a character in the story. At early level, young people use context clues to support their understanding of stories and can demonstrate this through matching activities. Young people at first level are, with support, developing word recognition strategies and are using strategies to skim and scan their reading books for information. At third level, young people can select information from a variety of sources and summarise key details well in their own words. As staff across the school have correctly identified, they should now further develop opportunities for learners to enhance their reading skills across different

contexts. Making class libraries a greater feature will enhance the opportunity to ensure learners experience a literacy rich environment.

Writing

- Young people at the pre-early level Milestones are experimenting with mark making using different media such as paint. With varying levels of support, they are demonstrating the ability to hold, grasp and release different writing tools. At early level, learners are using a pencil with increasing confidence and have progressed from overwriting to forming letters independently. At first level, young people are developing well their knowledge of capital letters, full stops and question marks and are punctuating most sentences correctly. Learners at third level are writing at length and creating engaging texts suitable for a relevant audience. They edit their writing for technical accuracy and to develop further the impact of their writing for their audience.

Numeracy and mathematics

- Young people are attaining and working within pre-early level milestones, early level and first level of CfE, appropriate to their learning needs. A minority of young people are making very good progress. A few young people are capable of achieving more and require further challenge in their learning.

Number, money and measure

- At pre-early level Milestones, young people are exploring number processes and measurement across a variety of practical contexts such as food technology. They are developing their understanding of the sequence of numbers through familiar classroom routines. At early level young people are exploring number processes and units of measure across learning activities. A few young people can count in ones and demonstrate an understanding of simple addition and subtraction calculations. They are able to compare lengths and heights and recognise numbers to 20. Young people working at first level are able to read, write, order and recite numbers to 1000 and apply their knowledge of the four operations. They are able to use a range of instruments including rulers for measurement and use their knowledge of everyday objects to estimate length and height. At first level young people are able to apply their knowledge of number and money in practical real-life contexts such as tuck shops and enterprise activities. The school should continue to offer young people opportunities to develop and apply their number skills in real life contexts using concrete materials.

Shape, position and movement

- At pre-early level Milestones young people are exploring their understanding of simple positional language such as in, on and under, up and down and can respond to this language in simple games. At early level young people are exploring shape and learning to recognise, describe and sort two-dimensional (2D) shapes and three-dimensional (3D) objects. They are exploring the language of position and movement and are beginning to apply this in movement games. At first level young people are able to apply their knowledge of 2D shapes to create tiling patterns. Young people would benefit from the use of concrete and pictorial resources throughout all learning activities to enable their knowledge of shape to continue to develop.

Information handling

- Young people working at pre-early level Milestones are being supported to make sense of the world around them and to recognise sequences through the use of visual timetables and routines. At early level young people are demonstrating understanding of pictorial displays through the use of visual timetables and can use knowledge of colour, shape and size to match and sort items. At first level young people are able to extract information from data sets and use this information to make decisions, for example in the context of a tuck shop. The school

should continue to ensure there are rich opportunities across the curriculum to develop information handling skills.

Attainment over time

- At the BGE, most young people are attaining well over time across the areas of the curriculum that the school are monitoring and tracking. Aspects of literacy, numeracy and health and wellbeing are tracked in depth. Senior leaders are tracking progress well using GIRFMe plans and a digital tracking system. There is a need to streamline planning to ensure that there is a clearer focus on the significant aspects of learning that young people are expected to achieve. Staff should consider how to develop further tracking to more fully capture progress across the totality of the curriculum.
- Since 2022 almost all learners have successfully gained a small number of National Qualifications in personal achievement and science at National 1. Currently almost all learners are on track to achieve a range of relevant national 1 qualifications. Almost all young people develop their skills for learning and life which is certificated through wider awards or school based awards. These qualifications are valuable in recognising the progress that young people are making. At present, the current attainment profile does not fully reflect the abilities of learners. The school should now increase certification opportunities in a broader range of subjects including literacy and numeracy. Staff need to reflect on a strategy to maximise certification for young people at the senior phase.

Overall quality of learners' achievement

- Young people have a diverse range of achievements including those related to movement; tolerating sensory textures; progress in communication; and in learning. As a result, young people can recognise the importance of the communicative, social and cognitive skills that they are learning.
- Staff collate a profile of achievement which is given to young people at key transition points. Young people participate in activities suitable to their individual needs. They can swim, perform gymnastics routines and understand horticulture. Staff should consider how they can further improve a robust achievement framework to record and analyse learners' achievements. This could help to identify where further opportunities exist to support young people to develop their personal targets through wider experiences. Staff have correctly assessed that they should increase the range of achievement opportunities and are beginning to undertake training to support this development.
- Since 2022 almost all young people have moved on to appropriate post school destinations, such as college and adult services taking account of their complex additional support needs. A few have maintained volunteering opportunities in the community from school placements. The school hold regular events where past pupils are encouraged to attend. These support the school well to understand the successes of post school placements and allow them to adjust senior phase planning where required to take account of post school pathways.

Equity for all learners

- Senior leaders have developed well processes to monitor attendance. They have updated the attendance policy which they use to maximise attendance. Current attendance is 90.28% which is above the national average for the sector. A few learners are below 90% attendance. The school has supported families and young people to improve attendance by planning effective personalised interventions. The school has successfully supported a few learners to significantly improve their attendance since joining the school in comparison to previous placements.

- Overall, senior leaders use Pupil Equity Funding (PEF) well. The school has spent funding on a number of projects which have successfully improved wellbeing and attainment. These include staff training and interventions to support the reduction of anxiety-based behaviours for targeted young people and investing in more meaningful, resources to improve the delivery of numeracy lessons. Funding has also been used to support staff to deliver a range of supports to meet better the needs of learners and improve the support for targeted families. Staff inform parents of progress through school newsletters. The school needs to continue to maintain a focus on the poverty related aspect of PEF and improve the processes for measuring the impact of their PEF plan.

Practice worth sharing more widely

- The school places a strong emphasis on developing young people's confidence and resilience through regular, meaningful engagement in community-based learning. Learners participate in a wide range of real-life experiences, including visits to cafes, shops, swimming pools, and animal interaction sessions, often supported by community partners. These activities are well-planned and effectively scaffolded, enabling almost all young people to build social tolerance and confidence. As a result, many pupils successfully engage in wider community events, try new experiences such as dining out, and participate in clubs and organised activities, leading to highly positive outcomes in their personal and social development.
- Staff consistently model high-quality, positive relationships, underpinned by the shared values of the 'Mavis Bank Team Charter'. Almost all staff display strong nurturing qualities, tailoring interactions to the individual needs of all young people. This supports young people to feel safe, understood, and valued. Staff demonstrate high levels of skill in identifying and addressing additional support needs. Their sensitivity to pupils' emotional and non-verbal communication is a key strength. As a result, almost all learners report and present feeling safe and supported by trusted adults.

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.