

Summarised inspection findings

Glencryan School

North Lanarkshire Council

24 March 2026

Key contextual information

School name: Glencryan School
Council: North Lanarkshire Council
SEED number: 8357544
Roll: 186

Glencryan School is a non-denominational all-through special school located in Cumbernauld, North Lanarkshire. It is exclusively a school for children and young people with a range and complexity of additional support needs. Children and young people are usually placed at the school by the local authority, based upon assessments of their needs. Around 20% of children and young people live in Scottish Index of Multiple Deprivation (SIMD) deciles 1-2. Around 40% of children and young people live in SIMD deciles 3-4 and around 40% in SIMD deciles 5-10. 27% of children and young people are registered for free school meal entitlement and 30% for clothing grants.

The school supports children and young people from P1 through to S6. At the time of inspection 186 children and young people attended the school. Glencryan School has three distinct departments. The primary department provides a broad general education (BGE) and has eight classes educating 74 children. The secondary S1-S3 department provides a BGE and has six classes educating 55 young people. The secondary S4-S6 department provides a senior phase and has six class groups educating 57 young people.

The senior leadership team (SLT) comprises of a headteacher and three full-time equivalent (FTE) deputy headteachers. In addition to the leadership team there are three FTE principal teachers, 29.4 FTE teachers, two enhanced support assistants and 44 learning assistants.

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 are highly respected and valued by children, young people, staff and the broader school community. In the last two years, ably supported by staff, they undertook a review and refresh of the school’s vision, values and aims. They focused on developing a new vision, values and aims to reflect better the current ambitions for children and young people attending the school. Senior leaders included children, young people, parents and partners effectively in agreeing the new vision, values and aims. This has ensured that the school community is committed to upholding high aspirations for children and young people. Although

in the early stages of embedding into school life, staff, children and young people are fully confident that their school experience supports them to belong, believe and achieve.

- Senior leaders and staff ensure that almost all children and young people understand that they can succeed in learning. In most classes children and young people have developed class charters that help them uphold the school's values and reflects their rights. As a result, they access a learning environment that embeds inclusive practice firmly and strives to continue to improve their outcomes.
- Senior leaders have developed an appropriate annual improvement plan that maintains a focus on improved pupil attainment, wellbeing and outcomes for children and young people. They use information from self-evaluation activity increasingly well to inform school priorities and develop a rationale for change and improvement. As a result, they are now well placed to utilise data and quality assurance evidence further to monitor the progress made towards meeting priorities. As a next step, senior leaders should ensure that improvement priorities include clearly defined measurable outcomes. This should include and demonstrate how these priorities impact children and young people's outcomes.
- Senior leaders have developed a calendar that outlines well the expected collegiate activities to be undertaken across the academic year. This is assisting staff in planning their time and contributing to initiatives that improve children and young people's experiences in school. For example, staff attended workshops that supported them to improve their communication with children and young people using signing. This is helping an increasing number of children and young people to share their thoughts and feelings and communicate with others at school.
- Senior leaders have supported the majority of teachers to undertake further study. Teachers have successfully undertaken post graduate certificates, Scottish Vocational Qualifications or other relevant professional learning. Teachers are using this learning well to improve how children and young people are supported in school. Senior leaders should now consider ways to ensure learning assistants have dedicated professional learning time across the year. This should allow learning assistants to develop their skills in supporting the changing range and complexity of needs that children and young people are increasingly presenting with.
- Senior leaders have created a culture of leadership and empower teachers to lead and contribute to change and improvement. Principal teachers and teachers lead on key areas, such as, play, digital champions, transition arrangements, tracking of skills and literacy coaching. Teachers are confident in making changes to classroom layouts and their practice in response to meeting better children and young people's needs. As a next step, senior leaders should work with teachers to develop further the existing working time agreement. In doing so they should identify appropriate time for teachers to lead and contribute to improvement priorities. In addition, senior leaders should support teachers further to increase their knowledge and application of practitioner enquiry. This should help teachers to improve systematically approaches to learning and teaching by using evidence-informed reflection and action. This will support teachers to increase further their confidence in leading and evaluating change across the school, refine practice, and improve outcomes for children and young people.

- Children and young people are active participants in identifying what would improve the school for them and their peers. They take on leadership roles within the school including through the pupil voice group and digital leader groups. The pupil voice representatives identified that there should be more accessible water fountains across the school building. They recognised that more fountains would support all children and young people to fill water bottles without lengthy waiting times or walking long distances. As a result, senior leaders and the local authority have undertaken works for more water fountains to be installed across the school.
- Most children and young people utilise the 'pupil voice boxes' located in each school department. They use these well to provide their views on the school. Pupil voice representatives read their peers views and comments and then discuss these further in regular meetings. The pupil voice representatives are passionate about improving school life for their peers. They have taken positive action, supported by the Parent Council, to make up toiletry bags for young people across all of the secondary stages to take for free. The toiletry bags include deodorant, wash gels and soaps, and intimate care products. The pupil voice group have written to council officers to request support to improve the quality of the school playing field. They have correctly identified that it is not fully accessible for all of the children and young people to use safely. This demonstrates very well their leadership, understanding and commitment to ensure those with protected characteristics have equitable opportunities.
- Teachers engage in both formal and informal professional dialogue that is useful in improving their practice. They visit peers to observe their approaches to providing quality learning experiences for children and young people. This supports most teachers to improve approaches to communication and adaptations to learning activities. Senior leaders and staff have developed effective vocational activities for young people. These programmes support young people to rehearse and refine their skills. Such as, they develop useful kitchen skills, interpersonal skills, organisational and customer experience skills when in the bistro, laundrette and barista bar.
- Senior leaders share improvement priorities and how they use Pupil Equity Funding (PEF) with parents. As a next step, senior leaders should consider how to include parents as active participants in school improvement and identifying how to use PEF effectively. Senior leaders must now show clearly how PEF reduces the poverty-related attainment gap and ensure parents understand how all funding is used.

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

- Across the school, staff are highly effective in developing positive relationships with children and young people. They have established a positive and nurturing school ethos ensuring almost all children and young people are ready to learn each day. Staff are effective in creating routines that help most children and young people settle quickly into class and engage well with their learning. In most classes, staff support children and young people well to settle into familiar routines and structures. Staff teams in classes have established processes and procedures helping to create welcoming environments for children and young people.
- Senior leaders and staff create a very positive school culture underpinned by the vision, values and aims and children's rights. Whole school approaches to teaching children and young people to understand and manage their emotions leads to positive levels of engagement in lessons across the school. Staff use of 'promoting positive behaviour plans' ensure that they adopt appropriate strategies consistently well. This helps them support swiftly when children or young people experience a period of dysregulation. Staff work very well to return almost all children and young people to activities at the earliest opportunity. As a result, children and young people are benefitting from learning in calm environments.
- The majority of teachers take account of children and young people's needs effectively through differentiated learning experiences. They work well together to make appropriate adaptations to children and young people's learning to reduce barriers that may impact on their learning. This helps the majority of children and young people participate in appropriately challenging learning activities. Teachers now need to improve their approaches to differentiation. This will help them ensure that all children and young people experience consistently challenging and enjoyable learning experiences matched correctly to their needs.
- In the primary stages, almost all staff use augmentative and alternative communication (AAC) aids effectively to help children communicate using their preferred approach. Additionally, they help children to be more independent when communicating through the effective use of digital technologies, signing, symbols and communication boards. Senior leaders and teachers should continue with their plans to support young people to increase progressively their use of preferred communication approaches as they move through the secondary stages. This will help more young people process detailed information better and understand more fully complex instructions and learning.

- Senior leaders have prioritised enhancing children and young people's learning using digital technologies. Staff who are digital champions support colleagues well to develop their skills further in utilising digital resources. This approach is enhancing learning experiences for most children and young people. For secondary aged pupils, teachers have developed approaches to thread digital learning experiences through their activities. For example, young people frequently use scannable barcodes to place orders with the Barista Cart. They then take time to review orders and ensure that customers receive the correct order. Across the school, teachers use interactive whiteboards well to introduce learning or play motivating videos to reinforce learning.
- Most staff across the primary stages are knowledgeable about how to provide quality approaches to play that supports children's learning. They have created appropriate spaces within and outside of classrooms that support adult-directed and child-led play experiences and stimulate children's curiosity. Staff support children apply their communication skills through play. For example, children engage in play that is conducive to sharing resources and cooperating with others. Staff use resources, such as modelling clay, sand and water to help children use play to construct letters, words, shapes and explore textures. Staff should continue to build upon this positive work and improve the range and quality of materials to stimulate children's curiosity.
- Senior leaders recently reviewed the learning and teaching framework to improve consistency across the school. They work well with staff to align teaching and learning to the new vision and values. Learning intentions and success criteria are outlined appropriately in the majority of lessons. A few teachers co-create success criteria with learners effectively. Senior leaders and staff should continue to involve all children and young people more in determining what makes their learning successful. This will help children and young people become increasingly independent in assessing the progress they make in their learning.
- Across the school, most teachers make effective use of questioning to explore prior learning and to extend learning. This is increasing children and young people's understanding of what they have learned. In most lessons, teachers help children and young people link learning to the rights of the child. In the majority of lessons, teachers are beginning to explore and make explicit meta-skills. They should continue to explore how to use meta-skills to enrich learning experiences and support knowledge and understanding of skills development.
- At the BGE, most teachers plan and use a range of suitable assessment approaches well for literacy and numeracy. Teachers consider how to enable children and young people to demonstrate their knowledge and understanding appropriately. Senior leaders and teachers should continue as planned to explore opportunities to develop assessment approaches across all curriculum areas.
- In the senior phase, senior leaders and teachers have established effective procedures for Scottish Qualifications Authority (SQA) verification procedures. They track young people's progress to SQA National Qualification (NQ) course and unit awards accurately. Teachers should now continue with plans to capture skills that young people demonstrate better. They should consider these skills against a wider range of achievement awards as appropriate.

- Across the school, teachers are making effective use of North Lanarkshire Council's Getting it right for me (GIRFMe) plans. They use these plans well as part of their approach to planning, tracking and monitoring. Teachers should now consider how the agreed targets can be more focused on skills children and young people develop. This should include how teachers will measure children and young people's progress and how they will teach the skills.
- Senior leaders and teachers are using tracking and monitoring systems increasingly well to evidence children and young people's progress in learning. They are able to highlight children and young people's successes and progress in learning, including small step and incremental progress. This is helping inform teacher's planning for children and young people's next steps in learning. As a next step, senior leaders should consider ways to help teachers work more closely across stages to continue to develop their understanding of data analysis. This will help teachers show where children and young people make the best progress over time. In doing so, teachers will be more able to identify curriculum areas that children and young people would benefit from more support in.

2.2 Curriculum: Learning pathways

- Across the school, staff are working well to develop flexible learning pathways which are tailored to the individual needs of children and young people. Teachers make effective use of local authority progression pathways. They ensure an appropriate focus on literacy, numeracy and health and wellbeing across the BGE linked to tracking and monitoring. They should continue with their plans to develop learning pathways from primary stages through to the senior phase. Senior leaders should continue to work in partnership with the local authority on broader curriculum pathways and explore wider community learning experiences.
- In the senior phase, learning pathways are linked to SQA NQ awards and progression onto post-school opportunities. Senior leaders and staff have developed appropriate key partnerships to support the senior phase pathways. For example, young people linking with a hospitality training provider and engaging in horticultural learning experiences within the local community. Notably, there is an increase in the number of young people accessing supported employment opportunities over recent years. Overall, senior leaders ensure young people access appropriate positive destinations. As appropriate, senior leaders offer further support following a young person leaving school to identify positive destinations. Parents, carers and young people highly value this approach.
- Staff across the school are beginning to use the outdoors increasingly well to support teaching and learning. For example, they use the outdoors well to help children and young people enjoy their learning about nature and where food comes from. In recent years, senior leaders have funded external agencies to support children and young people to play, explore and learn about risk in the outdoors. Senior leaders should continue with their plans to develop staff skills in using the outdoors. This will help more children and young people to use the outdoors to build on their skills and knowledge across the curriculum.
- Children and young people across the school access programmes of physical education, adapted appropriately to align with their additional support needs. In most classes children and young people receive the expected two hours of physical education. In a few classes there is a need for senior leaders and staff to ensure all children and young people receive the expected minimum two hours of physical education. The school swimming pool and playing field are not utilised for physical education due to the ongoing requirement for maintenance and repair. This is limiting the opportunity for children and young people to utilise these resources as part of a planned curriculum.
- Children and young people across the school learn about religious and moral education (RME), linked to Christianity and other world religions. Teachers ensure RME is relevant and linked to events across the year such as festivals and celebrations.
- At the primary stages children learn a sign of the week to help them communicate with adults and other children. In the secondary BGE stages, teachers deliver a French curriculum to all class groups. Young people find these language activities engaging, motivating and purposeful. Staff support children and young people to enjoy practising new sounds and phrases and building their confidence in using the language. However, there is not a planned a progressive programme for children and young people to learn one modern language from P1 and a second modern language from P5 onwards. Senior leaders and staff now need to develop a whole

school strategy and approach that ensures every child has the opportunity to learn modern languages in addition to English from Primary 1 onwards.

2.7 Partnerships: Impact on learners – parental engagement

- Overall, parents have confidence that senior leaders and staff provide learning and care that meets their child's needs effectively. They particularly appreciate teacher's use of an agreed social media platform to share the learning that their child engages with at school. This is helping parents discuss and celebrate successes that their child has at school. Senior leaders should now check that there is a consistent approach across the school to providing parents with helpful information about the progress their child makes.
- The Parent Council has developed an effective partnership with senior leaders to provide equitable access for children and young people to contribute to successful initiatives. For example, they identify meaningful opportunities for children and young people to be involved in fundraising. Recently, the Parent Council worked successfully with children and young people to raise funds through producing Christmas hampers. Part of the funds raised by the Parent Council, children and young people were used to purchase a range of toiletries and intimate care products that are free for young people to take as they require.
- The Parent Council works with senior leaders well to design and action opportunities for other parents to learn about how to improve outcomes for their child. This includes ways to reduce costs associated with the school day. For example, creating a school clothing bank where there is a range of pre-loved school clothing and new clothing. Parents can take items from the clothing bank for free of cost. Recently, the Parent Council and senior leaders organised a very useful evening for other parents. Parents who were able to attend the evening made helpful connections with organisations that offer support to young people when they leave school. They met organisations that help young people become more independent in living, access further education, develop vocational skills or participate in meaningful enterprises.

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 that need to be addressed as a matter for urgency.
- Following the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Senior leaders and staff embody the values of the school through their interactions with children, young people and families. They prioritise children and young people's dignity and wellbeing at all times. Almost all children and young people have their wellbeing needs met to a high standard. This is resulting in children and young people experiencing high levels of inclusion, the correct level of support and feeling a sense of worth. They have a strong sense of their value in the school community and are proud of their contributions to the life of the school. Children and young people are listened to, cared for and highly respected members of the school community.
- All staff know the individual needs of the children and young people very well. They intuitively know when children and young people require support to meet their needs. Children and young people, where required, have their own wellbeing plan that ensures their health and physical needs are met. This includes staff considering how to help children and young people develop independence in meeting their own health needs as they grow and develop. Staff undertake planning to manage risks and to support children and young people with complex needs, including medical protocols. This results in children and young people having their needs consistently met very well. As a result, almost all parents are confident that their child is well cared for and improving their wellbeing outcomes.
- Almost all children and young people develop strong relationships with peers and staff. This ensures that almost all children and young people are happy and safe when in school. Through learning about their rights, children and young people demonstrate kindness towards their each other. Children and young people help each other during activities, such as when participating in sports or when taking care of the school grounds. A few young people contribute well beyond the school community. For example, young people contribute to and lead sports coaching for children within other local schools. These young people are rightly proud that they support the development and progress of other children. They know that they are trusted and respected.
- Children and young people benefit from a range of interventions that promote their physical and mental wellbeing. For example, a few children improve freedom of movement and stretching due to rebound therapy sessions. Almost all children and young people are developing their confidence in trying new things, such as a range of well-planned physical activities and sports. Examples include, children and young people participating in archery, outdoor learning, dancing and football. Children and young people are motivated to succeed in

school and enjoy participating in activities that they may not have otherwise experienced. Senior leaders and staff should continue to develop a range of physical activities that children and young people can benefit from. In particular, they should increase physical activities for children and young people with postural care plans.

- Senior leaders and staff consistently uphold the principles of Getting it right for every child. As a result, almost all children and young people make positive progress in relation to their wellbeing. Care experienced children and young people are supported well by a range of partner agencies across all aspects of their lives. As a next step, senior leaders should consider ways to encourage more parents to increase their participation and contribution to meetings. They should do this particularly when setting GIRFMe targets and outcomes. In addition, senior leaders now need to hold more formal and regular meetings with parents and relevant partners to develop and update children and young people's plans.
- Senior leaders understand their duties in identifying whether a coordinated support plan (CSP) should be considered for children and young people. As a result, children and young people at the school are considered appropriately for a CSP leading to coordination of their educational objectives. CSPs are reviewed in line with legislative requirements. Senior leaders actively engage with and adhere to statutory requirements and codes of practice to meet the needs of almost all children and young people well. Senior leaders now need to ensure that chronologies align with local and national guidance. This will help them use the chronology to contribute to overall wellbeing assessments.
- 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 and children and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children and young people through food in school. Several areas for improvement have been agreed with the school and the school meals provider.
- Children and young people have comprehensive transition plans in place that support them to move through stages of education or prepare for life beyond school. As a result, children and young people's anxieties around transition is reduced. This leads to a smooth transition experience for most children. As they move through the school, most children and young people are increasingly resilient and regulate their emotions better.
- Senior leaders and staff focus strongly on approaches to develop and improve children and young people's emotional awareness and regulation. They engage in appropriate professional learning aimed at supporting children and young people to reduce instances of dysregulation through increased nurturing approaches. Staff support children and young people very well to reduce their anxieties whilst in school. They successfully adopt a range of early interventions to help children and young people to remain engaged and safe. As a result, the number of recorded seriously disruptive incidents has reduced over recent years. Senior leaders and staff should continue to build upon this positive aspect of their work.
- All children and young people can identify key adults within the school who they can report any concerns to and discuss any issues with confidently. Relationships between children and young

people across the school are positive and any issues that arise are quickly resolved. A few children and young people display dysregulated behaviours whilst in school, as a result of their additional support needs. Staff support children and young people well to regulate their emotions. They manage situations calmly and sensitively to ensure the wellbeing of all children and young people.

- Almost all children and young people, parents and staff are treated fairly and with respect. Children and young people celebrate their differences and treat everyone with kindness. They are rightly proud that their school has been successful in achieving awards for their rights-respecting work. They demonstrate a strong awareness of equality and diversity issues. A few young people, on behalf of the pupil voice group, have raised their concerns regarding the deteriorated state of their football pitch. They have written to the local authority to share that there is an equality issue as in its current state it is not accessible for all. This is demonstrating effectively that they have an understanding of inequality and how this affects them and others.
- Almost all children and young people experience high levels of inclusion in school. Overall, children and young people experience significantly higher levels of inclusion when compared to previous placements. This helps them to develop meaningful relationships and increase their success in learning and participation in the life of the school. Senior leaders should ensure that all children and young people have a full and purposeful educational programme and experience. This includes ensuring all children and young people receive their full entitlement to education. In doing so, senior leaders should work with parents, carers, partners and the local authority to ensure that all children and young people access learning activities on a full-time timetable.
- Most children in the primary stages are active participants in fortnightly rights assemblies. During the assemblies they join children from other classes to learn about their rights, equality and protected characteristics. As a result, children are developing their knowledge of how to ensure everyone is included. Staff should now consider how to provide a common experience of attending assembly so that all children and young people can come together with other class groups to learn.

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 and young people's attainment in literacy and English and in numeracy and mathematics is good. Most children and young people in the BGE are working at pre-early Foundation Milestones through to first level within Curriculum for Excellence (CfE). A few children are working at second level. Most children and young people attain expected targets set within their GIRFME plans. A few children and young people are capable of achieving more and should be provided with additional challenge in their learning.

Attainment in literacy and English

- Most children and young people make good progress in literacy and English. A few children and young people across all stages are capable of attaining better. A few children and young people make very good progress in improving their communication.

Listening and talking

- Most children and young people are developing their communication skills well. At pre-early Foundation Milestones most children respond well to a range of stimuli. Most children and young people working at pre-early level communicate effectively using a range of symbols, vocalisations and gestures. Most children and young people at early level ask questions about subjects of interest to them. Most children at first level listen to adults and peers well. They take turns and contribute appropriately when responding to questions. Most children and young people at second level speak clearly about their preferences. They can present information verbally well to others. All children and young people should be supported to continue to develop their skills for communication progressively as they move through the stages of the school.

Reading

- Most children and young people at pre-early level show interest when listening to stories. They understand a simple sequence of events such as what they will do next in their daily timetable. At early level, most children and young people understand the connection between sounds and simple letters and words. Most children and young people at first level use strategies well to read simple pieces of text. A minority of children and young people read aloud to listeners enthusiastically. At second level, most children and young people use a range of strategies to read texts. They develop their abilities well to read longer more complicated texts. Children and young people should continue to develop their skills in reading increasingly complex texts as they progress through the stages of the school, as appropriate to their needs.

Writing

- Children and young people across the school develop their fine motor skills, pre-writing skills and writing skills well. At pre-early level, most children and young people create stories sequencing pictures correctly. Most children and young people at early level write lower case letters well. They write simple words from left to right appropriately. Most children and young people at first level spell a range of common words correctly. They write shopping lists and letters clearly and legibly. Most children at second level write well for a range of purposes. For example, they write summaries of stories and character profiles well.

Senior phase

- All young people at the senior phase are successfully working towards a range of SQA NQ units in literacy and English at National levels 1, 2, 3 and 4. As they move through the senior phase young people read, write and understand increasingly complex texts in preparation for their adult life after school. For example, writing applications for employment.

Numeracy and mathematics

- Most children and young people make good progress in numeracy and mathematics. Most require individualised teaching approaches to ensure they make the best possible progress in numeracy and mathematics. They are working from pre-early foundation milestones to first level. A few children and young people work at second level. A few children and young people across all stages are capable of attaining more.

Number, money, measure

- Children and young people in the BGE, across CfE levels ranging from pre-early level milestones to second level use a range of concrete materials confidently to develop their understanding and use of number. At pre-early level, most children and young people engage well during a range of play-based activities that explore number and the language of numeracy. At early level, most children and young people confidently participate in sensory activities that support them to count forwards and backwards within 0-10. They explore measure and use the language of size to describe and make comparisons. At first level, most children and young people demonstrate their understanding of place value and confidently round numbers to the nearest 10. Most children and young people working within first level measure accurately and apply confidently their weighing skills. At second level, most young people are developing their skills in partitioning number, allowing them to multiply two- and three-digit numbers. Children and young people should continue to apply their understanding of number, money and measure through application in real life contexts.

Shape, position and movement

- At the milestones level, most children and young people explore shape during play-based and sensory activities. Most children and young people working at early level are beginning to identify simple two-dimensional shapes when they are participating in practical lessons. They explore three-dimensional objects through handling and play. Most children and young people working within first level recognise and create symmetry in practical ways, for example using paint & folding and mirrors. Most children and young people at second level explore and describe the properties of three-dimensional objects with increasing accuracy.

Information handling

- At pre-early level, most children and young people sort and match objects such as socks and shapes. Within early level, most children and young people are sorting blocks, toys and items found outdoors into simple categories. Most children and young people working within first level interpret and create simple charts to display information. At second level, most children and young people are learning the language of probability using board games. For example, whether they determine if an outcome is likely or unlikely. All children and young people would benefit from further opportunities to apply their information handling skills across other curriculum areas.

Senior phase

- Most young people are progressing well and attaining SQA NQ units at National 1 and course awards at National 2 and 3. A few young people are due to begin working on units at National 4 level.

Attainment over time

- Overall, attendance at the school this session is 87%. This is in line with national averages. Senior leaders monitor children and young people's attendance closely. They follow local authority procedures appropriately to support most children and young people to attend as best as possible. Senior leaders are fully aware of the challenges facing those children and young people who struggle to attend school regularly. They work closely with partner agencies to support these children and young people, and their parents, to improve children and young people's attendance. For example, they support in person home visits where appropriate and consider how the school day can be adapted to increase participation in school-based learning.
- Almost all children and young people who start their placement after attending another school, increase their school attendance. A few children and young people require more support to access their education on a full-time basis. Senior leaders, with the support of the local authority, need to develop formal plans for children and young people who attend school part-time to increase their attendance. They should work closely with relevant partner agencies to ensure children, young people and their parents are supported appropriately to increase their access to education. Plans should be reviewed regularly in line with local authority guidance. For children and young people with reduced time at school, senior leaders should ensure planned interventions and support is adapted when required. This will help ensure all children and young people's needs are met.
- Senior leaders gather a wide range of data and information to monitor children and young people's progress in the BGE. This supports them to understand how well each child or young person is progressing in their learning. They have begun to use this data to analyse children and young people's progress over time more effectively. Senior leaders should continue with their plans to develop their use of data. This should support them ensure all children and young people continue to progress across all areas of the curriculum.
- Most children and young people in the BGE attain well over time across all areas of the curriculum. Most make good progress against targets identified in their individualised plans. At the senior phase all young people attain a range of SQA NQ at National 1, National 2, National 3 and National 4 levels. A few young people attain course awards at National 2, National 3 and National 4 level and unit and course awards at National 5 level. All young people achieve units

predominantly in English and mathematics with a minority achieving units in all other curricular areas. For example, a few young people attain up to National 5 level in physical education. Senior leaders should now ensure all young people attain as best as possible.

Overall quality of learners' achievements

- Almost all children and young people participate very well in a wide range of planned activities to develop their skills and talents in real-life contexts. Most children and young people develop their independence, confidence and co-ordination well in sports activities such as handball and rugby. Most children and young people develop effectively their understanding of food and where it comes from when gardening in the school grounds. Most children and young people develop their abilities to navigate around the local community when shopping or visiting local cafes. Where appropriate, they develop their confidence well to travel independently using public transport.
- Young people who learn in the barista coffee café and bistro develop their hospitality skills very well. They are polite to customers, take orders and prepare and serve food and drinks. This approach proves particularly successful in developing young people's confidence working with adults new to them. A few young people have continued their hospitality studies further at college and through supported employment. This has resulted in them securing employment in local businesses.
- Taking account of their needs, children and young people identify and describe well the skills they are developing when undertaking achievement opportunities. They are rightly proud of their achievements and enjoy sharing them with their parents and friends. Staff should continue with plans to explore how children and young people's achievements could be celebrated more widely throughout the school. For example, through school awards or accreditation.

Equity for all learners

- Senior leaders and staff have a sound understanding of children and young people's additional support needs and socio-economic context. They support almost all children and young people well to access the range of activities available at the school. Senior leaders ensure that cost does not present a barrier to any child or young person taking part in an activity or event.
- All young people in recent years moved successfully onto positive destinations. These include further education or employment. Most young people maintain these placements for at least two years after leaving school. Senior leaders work very well with partners to ensure post school destinations are designed to meet young people's needs and interests well. This includes working with college providers to provide more meaningful placements for young people.
- Senior leaders use PEF to fund a range of appropriate activities which help children, young people and their families experience equity. For example, they use PEF to fund outdoor nature activities in the primary stages. This offers children valuable opportunities to play and learn in nature and other dedicated outdoor spaces within the school campus. In the secondary BGE stages, senior leaders use PEF to fund the services of a dedicated catering service. This helps young people to develop their practical cookery skills, with a particular focus on planning cost effective family meals. This is helping young people to develop valuable skills for life. Senior

leaders should now monitor more closely the effectiveness of these interventions to improve the attainment for those children and young people experiencing deprivation.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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