

Summarised inspection findings

Sandaig Primary School

Glasgow City Council

11 March 2025

Key contextual information

Sandaig Primary School is a non-denominational school serving the Barlanark area in Glasgow. There are 181 children across seven mainstream classes. The school also provides learning provision for children with additional support needs in its Enhanced Nurture Provision (ENP). Children travel to attend the ENP from across Glasgow City. There are 10 children within the ENP, arranged across two classes.

The senior leadership team consists of a headteacher, one depute headteacher and two principal teachers. One principal teacher has a 0.6 full-time equivalent class teaching commitment. The headteacher uses Pupil Equity Funding (PEF) to employ two part-time temporary principal teachers. The headteacher has been in post for two years.

Most children live in Scottish Index of Multiple Deprivation areas 1 to 4. In the mainstream classes, 71% of children have additional support needs and approximately 17% have English as an additional language.

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	

- Children, staff and parents were involved in reviewing the school's vision, values and aims in session 2023-24. The school values of respect, kindness and safe, are displayed prominently throughout the school and most children can talk about them confidently. Parents, children and staff feel these are relevant to the current context of the school. Staff refer to the values routinely throughout the day. This is encouraging children to use and understand them well. Staff help to embed the values further by including them as part of school assemblies and recognising them through praise awards and house points. Staff and children demonstrate these values consistently in their relationships and interactions. Senior leaders now need to ensure that their vision, 'Together, we will build a brighter future', is clearly understood by all stakeholders.
- The headteacher provides strong leadership. She is a caring, visible and effective leader who has a strong understanding of the school's strengths and areas of improvement. Since taking up post, she has implemented a number of key actions which are having a positive impact on outcomes for children. These include improvements to the learning climate and to learning and teaching approaches for literacy, numeracy and digital literacy. This is helping to improve children's readiness to learn and their behaviour and engagement. The headteacher, supported by the depute headteacher and principal teachers has guided the strategic direction of travel and pace of change well. This is ensuring that areas for development are accurately identified and acted upon.

- Senior leaders have established effective quality assurance arrangements to monitor the work of the school. Regular, well-planned evaluation activities include sampling children's work, lesson observations and learning conversations with children. Staff have begun to involve children in auditing aspects of school life. For example, children carry out learning walks to share their feedback on the learning environment and safety. Staff use the results of these audits to identify improvements. There are clear connections between self-evaluation, improvement planning and professional learning. Senior leaders seek parental feedback to support their evaluation of the work of the school. For example, parental feedback from a survey influenced work on anti-bullying. Senior leaders should continue to develop approaches to involve all stakeholders more effectively in the self-evaluation process. They should ensure that stakeholders fully understand how their views influence change.
- The school improvement plan has a clear rationale for the improvements identified. These link well with the improvement priorities of the local authority. A few staff have made effective use of a range of data to evaluate the impact of change through a 'How Good is our Project' initiative. This rigorous self-evaluation has supported staff to clearly demonstrate the positive impact their changes have made to children and staff. For example, improvements to the teaching of mathematics have improved staff confidence and pupil attainment. Senior leaders should continue to work with staff to measure and monitor robustly the overall impact of all new initiatives and changes to practice. Staff should continue to develop their understanding of the extent to which changes are leading to improved outcomes for children.
- Senior leaders work successfully to develop leadership at all levels, promoting collaboration. This has led to a climate of collegiality across the staff team. Teachers participate in peer visits to observe and discuss practice. Senior leaders actively encourage staff to try new initiatives and share good practices. They have secured the trust of children, staff and the wider school community. Staff embrace positively the support and strategic direction offered by senior leaders. Most staff feel the school is led and managed well. Staff feel very well supported by senior leaders and benefit from strong collaborative teamwork with their colleagues. This is resulting in an increase in the pace of change.
- Staff speak positively about the quality and relevance of professional learning opportunities. They engage very well in professional learning, reading and development. Teachers have engaged in research to support improvements to learning and teaching. For example, they have all undertaken training in digital literacy. As a result, children's learning is enhanced and supported through the use of technology. Teachers evaluate the impact of professional learning on their own practice regularly using the professional standards. Teacher's engagement with a range of professional learning opportunities within the school and beyond is leading to improved approaches to learning and teaching across the school. They share their professional learning with colleagues regularly. They model effective learning and teaching approaches and seek opportunities to build capacity to support consistent and sustainable improvement.
- Staff create opportunities for children to contribute to the work of the school. Currently, a minority of children are involved in the pupil council and as house captains, buddies and digital leaders. Children involved are proud of these roles and can speak confidently about the impact of their work. For example, the digital leaders have supported children, parents and teachers to develop their skills in technology and raise their awareness of accessibility tools. Through this work they have increased their confidence, leadership and digital skills. As planned, staff should continue to develop children's opportunities to reflect on and improve the work of the school. Children and staff should monitor the impact of leadership roles and groups. Staff should support children to understand how these roles and groups are leading to self and school improvement.

- Senior leaders and staff have a very good understanding of the school's socio-economic context. They know all children, their needs and their backgrounds well. Almost all of the school's allocation of PEF is directed towards additional staffing. This enables staff to support learning in literacy and health and wellbeing. This has resulted in improvements to the emotional wellbeing and attainment of identified children. They should now consider how to develop further the involvement of more parents and children in making decisions about the best use of additional funding. They should also ensure that approaches to monitoring and evaluating the impact of all PEF interventions are clear, robust and understood by all. This should allow them to demonstrate fully their success in closing the poverty related attainment gap.

2.3 Learning, teaching and assessment

good

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

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff have created a very welcoming and positive rights-based ethos across the school. All teachers ensure that there is a nurturing and positive ethos in classrooms. Relationships between adults and children, and among children, are extremely positive. The school buddy system promotes effective relationships between children and their peers in P7 and P1. All staff know children well as individuals. Staff promote children's rights effectively and have worked with children to develop class charters and achieve national accreditation. As a result, children support each other well and have a sense of belonging to their class and school.
- Children learn and complete tasks well as individuals, in groups and in pairs. They are well-behaved, respectful and polite and show effective levels of cooperation when working together.
- Teachers have created warm, welcoming and inclusive learning environments. Children's work is displayed attractively and this provides them with a sense of pride. Almost all teacher's explanations and instructions are clear. Most teachers use a range of teaching approaches effectively to engage children. At times, the use of whole class teaching is not meeting the needs of all children. This leads to disengagement from a few children. Teachers address this low-level disengagement effectively by providing children with encouragement and positive reinforcement if required. As planned, senior leaders should now focus on supporting teachers to ensure learning is planned more consistently at the right level of difficulty to support the progress of individuals and groups of children.
- The majority of learning experiences are appropriately engaging and well-matched to the children's interests. To ensure that children have a clearer understanding of themselves as learners they should be provided with more opportunities to lead aspects of their learning.
- In almost all lessons, teachers use questioning well to engage children in their learning and to check for understanding. In a few classes, teachers are supporting children to develop their higher order thinking skills. This effective practice should be shared and developed across the school.
- All teachers share effectively with children how they will be successful in their learning. They discuss with children the steps they need to take to be successful. A few teachers involve children in co-creating the steps to success. Teachers should ensure that the steps to success support children to progress in their learning and identify the skills they are developing. This will support teachers to build on the positive start they have made to promoting children's knowledge and understanding of skills for learning, life and work. Teachers should support the children to have a better understanding of the progress they are making in their learning.

- The majority of teachers provide quality verbal feedback to children about their work. A few also provide quality written feedback to children. This helps children understand how well they have achieved a set task and make improvements in their work. Senior leaders and teachers should now work collaboratively to develop more consistent approaches to providing children with high-quality feedback. They should ensure that all children understand the progress they are making and their next steps in learning.
- All children across the school, confidently access digital technology to support and extend their learning. This is a strength of the school. Digital Leaders have led the school community in achieving a national award. Almost all children are highly motivated when engaging with technology. They successfully develop their digital literacy skills through the use of different digital tools and applications. Children state that technology has made their learning more fun and accessible.
- Senior leaders and teachers are at the very early stages of developing play-based learning for children at early and first level. Teachers have engaged with national practice guidance and looked outwards to other establishments to support their understanding. They should continue to engage with national guidance in order to review and improve the quality of interactions, experiences and spaces.
- The majority of teachers are consistently using strategies such as 'chat that counts' and active learning approaches in numeracy and mathematics. This is having a positive impact on children's enthusiasm and confidence, improving the range of strategies they can use to solve calculations and word problems.
- Senior leaders have devised an assessment framework which outlines clearly when key assessments will take place across the school year. As a result, most teachers use a range of summative and standardised assessments for literacy and numeracy well to provide baseline data and demonstrate children's progress. All staff use summative and standardised assessments in writing, reading and numeracy. Assessment data is valid and reliable. Teachers use it well to inform their professional judgements about children's achievement of a Curriculum for Excellence (CfE) level. As planned, senior leaders should ensure that assessment is integral to the planning of learning and teaching across the curriculum. Teachers should plan assessments which allow children to demonstrate their skills and knowledge across new and unfamiliar contexts.
- Teachers work well with staff across the school and other schools to moderate standards of children's learning in writing. This is supporting staff to have a shared understanding of national standards. Teachers should continue to develop their skills and confidence in using moderation evidence so that they improve further their professional judgements across all curricular areas.
- Teachers use local authority progression frameworks for each curricular area to inform their short-term, medium-term and long-term planning. This is supporting children to build on their prior learning as they move through CfE levels. Senior leaders have introduced a new digital planning tool accompanied by a monitoring and tracking tool. All teachers plan appropriately over different timescales using the local authority progression planner. Children have opportunities to shape what and how they learn using 'what I know' and 'what I want to learn' frameworks. Staff should continue with plans to involve children further in opportunities to shape what and how they learn, based on their interests.
- Senior leaders hold termly robust tracking and monitoring discussions with teachers. The 'fact, story, action' approach supports teachers to effectively identify children who have gaps in their learning. They use this information to agree appropriate plans for support. This

includes analysing data for those facing additional challenges for example, children for whom English is a second language and those living with financial hardship. These planned interventions and strategies are impacting positively on children's learning.

2.2 Curriculum: Learning pathways

- Staff plan using progression pathways for all curriculum areas using the experiences and outcomes from CfE. They use the recently introduced local authority online curriculum planners which provide appropriate and progressive learning pathways across the curriculum. This ensures that children build successfully on prior learning.
- The headteacher is very proactive in securing partnerships that impact positively on children's experiences and achievement. Staff have established effective partnerships with a range of partners to ensure that children receive rich learning experiences across a range of curricular areas. For example, children across the school, work in partnership with the community centre to make improvements to the community garden and the learning centre. This partnership working is helping children to develop their communication and team working skills.
- Children learn about career options through a careers fayre and financial education projects. Children learn progressively for science, technology, engineering and mathematics. As a result, they are becoming more aware of the skills they are developing and how these support their future learning, life and work. These learning opportunities are supporting children's aspirations for the future.
- Teachers deliver religious and moral education (RME) through discrete lessons. The RME programme supports children to develop understanding of world faiths. There are strong partnerships with the local parish. Staff provide the children with regular opportunities to celebrate religious and school events with parents and carers.
- Staff make regular use of the community to provide children with experiences that enhance the learning across different curricular areas. For example, teachers take children on public transport to access a wide range of learning experiences throughout the city.
- Children at all stages learn Spanish following the progressive curriculum frameworks. At second level children have had experience of learning Gaelic in partnership with a local musician through song. Teachers should continue with plans to introduce a second additional language from P5-7 so that children receive their entitlement to 1+2 languages.
- Most children participate in positive outdoor learning opportunities linked to curricular areas. The Parent Council has worked with the school to identify and provide outdoor learning resources. Staff work in partnership with the local community centre to access the community garden. As identified, outdoor learning experiences now need to be planned in a progressive way.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents state that their child likes going to school and the majority report that the school gives them advice on how to support their child's learning at home. Senior leaders promote school events, share information and celebrate parental partnership working through newsletters and digital platforms.
- Staff organise a wide range of school partnership opportunities for parents. These include children sharing their learning, stay and play, assemblies, performances, and learning activities in literacy, maths, wellbeing and digital learning. These events help parents to understand what their children are learning, and to help them find ways to support this learning at home. Parents value these opportunities and feel comfortable approaching staff. Senior leaders should now evaluate the impact of the parent partnerships on raising attainment and achievement in order to identify successes and plan next steps.
- The Parent Council supports the school well with fundraising activities and events, such as discos and subsidising outings. They support the school effectively in reducing the cost of the school day and are involved in consultation around the use of PEF.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

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

- Positive and supportive relationships exist between staff and children, as well as among children. All staff and children understand the school values. They are highly evident in children's behaviour. Staff actively promote a nurturing and safe learning environment, where mutual respect, restorative approaches, and the encouragement of positive behaviour create a strong sense of security and belonging. As a result, most children say they feel safe at school, and most report that staff help them feel safe.
- Senior leaders have developed an integrated approach to support mental health and emotional wellbeing, including designated staff trained in mental health first aid. They have developed a helpful mental health and wellbeing policy which promotes this for all staff and children. The strong focus on high quality professional learning and training for staff ensures that staff are confident in supporting both children and families wellbeing. Staff signpost children and families to school, local and national services to provide appropriate support when required. As a result, most children know who to talk to and how to get help if needed.
- Senior leaders use assemblies effectively to enhance children's understanding of wellbeing, children's rights, and equality. Almost all children know how to stay safe both at school and online. Children and staff led awareness-raising sessions for parents to help them support their children's online safety at home. Each week, the children's rights 'article of the week' is discussed in assemblies and followed up with class activities. Children talk confidently about their rights and how staff support them in achieving these. Most children feel that staff seek their views. Around a third of children are unclear about the actions taken in response to their views. Children need to understand more clearly the impact their voice has on improving outcomes and their school experience.
- Children are at the early stages of using the wellbeing indicators to self-assess their sense of wellbeing across their learning. Senior leaders introduced progressive health and wellbeing lessons that support most children to describe how they feel and to manage their feelings and relationships. Staff support children effectively through restorative conversations to recognise negative feelings and develop effective coping strategies. As a result, there has been a noticeable reduction in the number of playground arguments and incidents. As planned, staff should continue to support children to increase their knowledge and understanding of the language of the wellbeing indicators. This should support a shared language for children to discuss feelings, emotions and experiences and provide more accurate identification of needs.
- Senior leaders identified concerns about bullying following self-evaluation activities. In response, staff and children reviewed their anti-bullying policy based on updated local authority and national guidance. Senior leaders support parents and children's understanding of bullying and the procedures for dealing with allegations well. Staff created an anti-bullying charter

which is revisited regularly during assemblies. This is helping children to understand how to prevent bullying and how to get support if they experience it. Senior leaders ensure that staff record any reported incidents in line with national guidance. This has resulted in an improvement where most children and parents now agree that the school deals well with bullying or have never experienced it. Senior leaders should monitor the records of incidents and allegations to identify any patterns and trends and take appropriate action.

- Almost all children access two hours of physical education each week. There are a significant number of before school, lunchtime and after school clubs to support and enhance children's physical wellbeing and skills. Almost all children feel that they are taught how to have a healthy lifestyle.
- Staff have developed a well-structured approach to supporting children at key transition points. Children benefit from personalised plans, buddy systems, and mentoring. This ensures that all children, especially those who may require additional support, experience smooth transitions that support their emotional and social wellbeing. Effective processes are in place to support families with transition information, including sessions for parents to learn about the transition from nursery to P1 and from P7 to S1. These sessions provide essential information and offer parents the opportunity to engage, ask questions, and gain clarity. As a result, children feel more confident when settling in to their new environment. They demonstrate successfully their ability to cope with change.
- All staff are aware of their statutory requirements. They meet their statutory duties for wellbeing, equality and inclusion very well. Senior leaders maintain detailed records of mandatory annual training. Post training evaluations indicate high levels of understanding of statutory procedures. Almost all staff have undertaken supplementary targeted professional learning to support children who require additional support with their learning or those who have experienced care. As a result, they have increased their confidence in identifying and addressing children's needs. As a result, barriers to participation and achievement have been reduced, including for children who require additional support.
- Senior leaders and staff effectively implement a robust internal referral system to identify children who would benefit from nurture support. Staff who provide nurture support, in collaboration with partners, deliver initiatives that enhance emotional literacy, self-regulation, resilience, and coping strategies. These focused small group interventions have significantly boosted emotional wellbeing and increased classroom engagement for those children involved. As a result, there has been a marked reduction in dysregulated behaviour, with no exclusions this session. Additionally, reconnection sessions provide continued support for children transitioning out of interventions, ensuring they successfully manage their classroom experience.
- All staff have a deep understanding of the school's socio-economic context. Senior leaders champion a culture of inclusion that celebrates diversity, ensuring that almost all children, regardless of their background or needs, feel both valued and supported. This culture creates a deep sense of belonging and mutual respect. Most staff use visual supports, simplified instructions, and clear routines tailored to meet the diverse needs of children effectively. They have created a communication friendly environment. This is supporting the development of children's communication and making communication as easy and effective as possible. Almost all teachers integrate digital technology into learning effectively, enhancing engagement and accessibility for almost all children and for those children who face barriers to their learning. For example, children with dyslexia use accessibility tools to support their writing, this is leading to greater confidence and attainment in identified children.

- Senior leaders use well the staged intervention processes to provide a structured approach to monitoring and tracking the progress of children with additional support needs. Most individual and group support plans are beginning to include measurable targets. A few children and parents have been involved in the development of wellbeing plans and individual support plans. Senior leaders should ensure that all children and their parents are fully involved in decisions about how their needs will be met. As planned, senior leaders should share identified good practice in setting specific, measurable targets and engaging with all children and parents in this process. They should continue to ensure that all targeted interventions improve outcomes for children and foster stronger partnerships between the school and families.
- Most staff have completed additional training and worked with a range of partners to promote inclusion and equality within the school community. Whole school initiatives supported by charities are beginning to increase children's confidence in tackling racism. Staff have started to work with partners to deliver family 'English for speakers of other language' sessions. Feedback from sessions highlights that parents have increased their understanding of literacy and numeracy strategies to support children at home. Staff should ensure that these approaches are embedded and sustained to foster further a culture of diversity and equality.

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

- Senior leaders and staff have raised children's attainment in recent years. Most children make good progress from prior levels of attainment. By the time children reach P7, most achieve national expectations in listening and talking, writing and numeracy, and almost all achieve in reading. Attainment is less strong in P1 and P4. Recent improvements show an increase in attainment at these stages, particularly in listening and talking and numeracy. Overall, the school adds value to the attainment of children as they move through the school.
- The majority of children in the school require additional support in their learning. Most of these children, including those for whom English is an additional language, are making good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, most children make good progress in writing and listening and talking and very good progress in reading from their prior levels of attainment.

Listening and talking

- Across the school, most children listen and respond respectfully to each other and adults, building on the contributions of others. Most children who are on track to achieve early level hear and say letter blends and sounds made by a combination of letters. The majority of children who have achieved first level speak confidently in a group setting and are able to explain reasons for their responses. They listen and respond well to others in group and class discussions and almost all children remain focused on the purpose of learning. At second level almost all children successfully develop and apply their skills in listening and talking in group and class settings. They speak confidently and articulately and can explain reasons for their responses. Overall, children now need to apply learned skills within a progressive and more challenging range of contexts.

Reading

- Children demonstrate an enthusiasm for reading at all stages. At first and second level most children are confident in sharing their favourite books and authors and give reasons for their choices. They do this very well. Reading for enjoyment is promoted at every stage through visits to local libraries and initiatives such as the Reading Café. Children would welcome further improvements to their school library and to have the ability to take books home. Most children at early level are developing skills in reading by learning letters and how to blend them. The majority of children who have achieved first level read regularly with their teachers and use their knowledge of sounds to read unfamiliar words. They read with expression and understanding. They would benefit from further opportunities to answer inferential and evaluative questions about texts. At second level, most children show an understanding of different types of text and can identify the purpose of a text. They respond well to a range of

questions to demonstrate their understanding of a text. They are increasingly able to identify their preferred author's style. Children read widely to increase their knowledge and understanding through, for example non-fiction articles, which support their learning across the curriculum. They do this effectively.

Writing

- Most children at early level write legibly and with understanding. They now need to improve their skills in writing simple sentences that include a capital letter and full stop. The majority of children who have achieved first level spell familiar words correctly. They use their knowledge of grammar and connectives appropriately in their writing. Most children link sentences together using common conjunctions. At second level, most children use a range of punctuation and grammar successfully. They should now develop their understanding of features of language such as simile, metaphor and onomatopoeia, and use these to enhance their own writing. At first and second level, most children write for a range of purposes including instructions, persuasive and recounts. Across the school, staff should ensure children apply and demonstrate their writing skills across a range of genres beyond the taught writing lesson.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children are confident counting accurately forwards and backwards in sequence. They estimate accurately the number of objects in groups and check estimates by counting. The majority of children who have achieved first level use estimation and rounding skills well and explain their processes for solving number operations, such as addition and multiplication. They are less confident at working with money. Most children working towards second level, identify the steps needed when solving word problems and carry out calculations confidently and accurately. They apply their knowledge and skills in number and money well in real-life contexts. They would benefit from further exploration of fractions, decimals and percentages.

Shape, position and movement

- At early level, most children confidently identify two-dimensional shapes and three-dimensional objects. The majority of children who have achieved first level name and describe the properties of three-dimensional objects and identify lines of symmetry in common shapes with confidence. They would benefit from further opportunities to develop further their understanding of angles including the use of compass points. Most children working towards second level classify angles confidently including right, acute, and obtuse angles. They should classify, measure and draw a wider range of angles, including straight and reflex angles to further develop confidence.

Information handling

- At early level, most children confidently sort items in a variety of different ways according to colour, shape, and size. Children would benefit from more regular opportunities across the curriculum to create and interpret simple graphs and charts. The majority of children who have achieved first level gather and display data using tally marks and block graphs. They interpret data from simple graphs and charts confidently. Children working at second level confidently analyse a variety of simple data. Across the school children need to develop their data handling skills through real life contexts.

Attainment over time

- Senior leaders have robust systems in place to track children's progress over time in literacy and numeracy. They use this data well to monitor the effectiveness of interventions designed to improve outcomes for children and to track progress over time. As a result, staff have a strong understanding of children's progress and attainment. They understand where there have been dips in attainment for year groups and use this information well to inform planning. As a result, they have raised attainment for these year groups. Senior leaders have begun to extract and analyse data for cohorts of children. As planned, they now need to use their data to identify specific attainment gaps, especially those related to attendance, English as an additional language, additional support needs and those impacted by poverty. This should allow them to identify trends and plan interventions.
- Senior leaders monitor children's attendance well. This includes analysing data and identifying any children who show a pattern of poor absence. Attendance has been below the national average for the last three years. Attendance levels have improved this year and are currently in line with the national average. Senior leaders are addressing this through targeted approaches including soft start programmes, attendance clubs and home visits. There are early indications that these approaches are having a positive impact on the attendance of targeted groups who have high levels of unauthorised absence. Children are fully aware of the importance of good attendance and the approaches being used in school to encourage this. Senior leaders discuss attendance at regular attainment meetings with staff. This includes a focus on any individuals or families who may need support to attend school on time and each day. The staff work closely with the families and partner agencies to ensure effective support for families to improve attendance. As planned, senior leaders should continue to take action to improve attendance further.

Overall quality of learners' achievements

- Children's successes are celebrated at assemblies, on wall displays, on digital platforms and in classrooms. Staff encourage parents to share their children's out of school achievements with them so that these can be discussed and celebrated in school. Children are proud to have their achievements recognised in this way. Across the school, children develop skills in independence, resilience and teamwork through regular outdoor activities, trips and residential experiences. Children, mainly those in P5-P7, are gaining skills in leadership, teamwork and communication through activities such as buddies, house captains, pupil council members and digital leaders. Participation in groups, enables children to express their views and opinions confidently. A few children state that these leadership opportunities are beginning to influence their future career choices.
- Staff and partners provide children with experiences beyond the school day. These include activities for whole classes as well as for targeted groups of children. They offer experiences so that children have the chance to become confident, responsible, successful individuals who often achieve accreditation through national awards. Children improve their physical fitness and further develop their leadership skills through taking part in activities such as dance, football, golf and multi-sports. Children are at the early stages of recognising the skills they are developing through their wider achievements. Senior leaders should continue with plans to embed further this approach. They should support children to track the skills they are developing through their many experiences. Senior leaders have procedures in place to track children's involvement in extra-curricular activities. This helps them to identify which children are missing out so they can remove any potential barriers and encourage participation.

Equity for all learners

- Senior leaders and staff have a very good understanding of the socio-economic needs of the school community. PEF is used effectively to fund staffing to undertake initiatives to improve attainment in literacy and health and wellbeing. These interventions focus on children who require additional support in their learning, for example, children who have English as an additional language. Senior leaders should now measure the impact of all PEF interventions. This should ensure that staff can measure the impact of initiatives in accelerating progress and closing the poverty related attainment gap.
- Senior leaders actively consider the financial impact of the school day. They secure a range of grant funding, alongside some PEF, to ensure that all trips are free for every child. The active Parent Council provides 'bags and books' for all P1 children and ties for P7 children moving to S1. The Halloween disco is a popular free event for all children. The purchase of appropriate footwear and waterproofs has ensured that all children can comfortably access outdoor learning activities. Staff run a clothing bank to provide uniforms for families throughout the year. Their passion for ensuring that no-one misses out is ensuring equity of opportunity for all children.

Context

Sandaig ENP became part of Sandaig Primary in August 2020 and supports ten children from across the city. All children require high levels of additional support with their learning. Children remain on the roll of their mainstream school and access the ENP between two and four days per week. A principal teacher has operational responsibility for leadership and management of the ENP. At the time of the inspection the principal teacher had been in post for around two months. There were two classroom teachers in temporary posts covering an absence and a vacancy in the substantive teaching team. There are three learning support assistants within the ENP. In the year prior to the inspection there was significant changes in the teaching team, with resulting impact on the continuity of provision within the service.

Leadership of change

- There is a strong ethos within the ENP which reflects the shared vision, values and aims of the school. Staff show a commitment to providing high quality support for children in their care. They have a clear understanding of the aims of the ENP, which is to support children to return to mainstream education. The headteacher and principal teacher have correctly identified priorities for improvement. These include increasing parental engagement, identifying improved assessment methodologies and increasing partnership working with other ENPs across the local authority.
- The majority of staff within the ENP have relevant experience and are committed to their professional development. The headteacher supports staff well to participate in relevant training. This has included training on de-escalation techniques, aspects of nurture within education and developing communication, collaboration, and problem-solving through play. Staff use their skills well to provide a nurturing environment. They support children well to re-engage in learning and to build their emotional and interpersonal skills. Senior leaders should continue to prioritise de-escalation training for all staff working within the ENP.
- The model of practice within the ENP has a clear focus on ensuring that children have every opportunity to return to their mainstream setting. A minority of children attending the ENP are participating successfully in full-time education across both settings. Where this is successful, senior leaders have worked well with mainstream counterparts to develop collaborative plans for support. Senior leaders should now begin to review, adapt and enhance systems for joint planning with staff from the children's mainstream schools. They should develop clear plans for all children, including those not currently attending their mainstream school.

Learning, teaching and assessment

- All staff within the ENP understand well the importance of building children's confidence, social skills and ability to work co-operatively. Teachers engage children well in relevant activities, providing challenge with a high level of support in a variety of contexts. Staff encourage all children to build friendships and show kindness and compassion towards each other. This is helping children to enjoy their time in school, achieve success in learning and appreciate the benefits of positive relationships with staff and peers.

- Staff provide clear explanations for children and use questions to check children's understanding. Teachers place an emphasis on experiential learning and children learn well through play. Teachers plan learning outdoors. Children are learning about planting, garden design and the eco-system. Staff provide digital resources such as tablets to ensure that children learn vital technology skills and can access assistive technology such as speech to text. This is helping to support children's progress in learning.
- Teachers should now begin to consider more thoroughly how they will assess, record and track children's progress in learning across the curriculum. Assessment is not yet integral to the planning of learning and teaching and planning is not coherently undertaken across children's mainstream schools and the ENP. This leaves room for duplication of learning across the week and for potential gaps in children's learning. Senior leaders should work with mainstream settings to obtain a clear understanding of children's progress across both the ENP and children's mainstream settings.

Ensuring wellbeing, equality and inclusion

- All children within the ENP benefit from intensive, nurturing wellbeing-support. Relationships between staff and children are warm and caring. There is a strong commitment to developing children's social and emotional wellbeing. Children are happy to discuss how staff help them to be healthy and happy. Most children are learning how to keep themselves safe and healthy. Families feel valued and supported. The majority of children can talk about their rights and staff are very familiar with the wellbeing indicators. In the mainstream part of the school children are at the early stages of using the wellbeing indicators to self-assess their wellbeing. This would also benefit children in the ENP by guiding teachers' decisions about what children need to focus on in the wellbeing curriculum.
- All children attending the ENP have social, emotional and/or behavioural needs. This significantly impacts on levels of engagement in mainstream schools. There is a very strong focus in the ENP on emotional regulation and wellbeing. This is helping to reduce incidents of dysregulation for all children and is helping a few children with their successful re-engagement at mainstream school.
- All children have plans in place which reflect targets generated through assessments of their emotional and social needs, a key focus of the ENP intervention. These plans do not provide clear targets for children and staff to work towards. ENP staff should work collaboratively with each child's mainstream school to set specific and measurable learning targets. This should support them to fully measure the progress children are making. Senior leaders should ensure that these targets are included in the children's Wellbeing Assessment Plans.

Raising attainment and achievement

- Children in the ENP are increasing their capacity for making positive relationships and improving their wellbeing. Teachers conduct assessments related to progress children make in these areas. Almost all children are making good progress in health and wellbeing and emotional regulation. Senior leaders do not yet have a clear understanding of the progress all children are making in literacy and numeracy and across the curriculum. This is because the information sits between mainstream schools and the ENP. As planned, senior leaders should establish lines of communication to receive and provide feedback to mainstream schools. This should help to provide robust evidence of the effectiveness of the ENP's model of intervention.

- Children's attendance is below national averages, and a few remain on part-time timetables. Senior leaders within the ENP do not have a clear picture of the attendance of children across mainstream and ENP. As a priority, senior leaders should work with schools to ensure that there are plans in place to increase attendance.
- Children enjoy celebrating their achievements with their peers at whole school assemblies and by being pupil of the day. Praise cards help children celebrate successes with their families. They are proud of their work and are keen to share their progress. This is helping them to engage better in learning. Children would benefit from further opportunities for success alongside peers, for example, by further inclusion in school clubs and activities such as dance club, football and attendance at school trips.

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.