

Summarised inspection findings

East Park School

29 September 2026

Key contextual information

East Park School is a grant-aided special school located in Maryhill, Glasgow. The school provides education for children and young people between the ages of five and 18 who have significant complex additional support needs. The school has a Board of Directors and Trustees who provide governance and leadership to the school. The school's leadership team comprises of a headteacher who has been at the school since 2018 and two principal teachers who have been at the school for over 10 years and who were previously class teachers in the school.

The school's current roll is 24 children and young people, organised across six multi-composite classes. A few children and young people are on bespoke individual programmes. Just over half of children and young people reside in associated care houses. Local authorities can request an education placement for children and young people at the school, following an assessment of needs. Children and young people come from 10 Scottish local authorities.

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, children and 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. This results in children and young people feeling safe and valued. Staff create a nurturing ethos with clear structures and routines, ensuring that most learners are engaged and motivated to learn. Staff have a strong commitment to children's rights. Class charters, learning about children's rights and gaining accredited recognition for areas of this work are evident across the school. Strong child centred approaches are also evident through the highly individualised planning around each learner. The school values of collaboration, ambition, respectful, included and nurtured underpin very well the work of the school.
- Staff at the school have a strong child centred and value-based approach which reflects the school vision. They provide a secure and welcoming environment and work collaboratively to provide inclusive, nurturing experiences for children and young people. Staff are highly respectful of children and young people and work well together to meet their learning needs. Most staff have high expectations of children and young people. All staff support children and young people to be successful learners and have positive interactions within the wider community.
- Most teachers plan a well-structured range of learning experiences and deploy education support workers effectively to deliver targeted one- to-one activities. Key teaching points and individual support are closely aligned, ensuring learning is consistent, focused and purposeful. Staff use their strong understanding of each learner's needs to adapt support quickly and appropriately. As a result, most children and young people receive high-quality, personalised support that helps most engage in learning and make progress towards their individual goals. A few children and young people would benefit from being supported further to develop their engagement and independence in learning at a more challenging level to ensure they make the best possible progress.
- Staff support most children and young people effectively to develop their communication skills using a range of approaches. This includes symbols, signing and other alternative and augmentative communication (AAC) approaches. Staff work closely with speech and language specialists to refine their approaches. They are helping enable learners to express their views, communicate their needs, develop independence and build strong relationships increasingly well. Teachers should continue to develop individualised communication pathways to help ensure that all children and young people can improve their communication skills over time. As planned, teachers should continue to expand the use of digital AAC technologies to enhance a

few children and young people's communication skills further. This should enhance further children and young people's independence when communicating with others.

- In most lessons, teachers and support staff use clear explanations, symbols, and now-and-next boards effectively to help children and young people understand their learning. Most teachers use modelling, commentary, and repetition well to provide the right level of support, enabling learners to develop their understanding of new concepts. Staff use physical supports well such as hand-over-hand support and modelling effectively to guide learners through tasks to development motor skills. As a result, children and young people are developing a stronger understanding of how to succeed when learning new skills. Senior leaders should continue to build all staffs confidence and expertise in using the wide range of effective teaching approaches. This will help ensure that all children and young people make the best possible progress in developing their knowledge, understanding, and skills.
- Staff are developing well their approaches to learning through play. Most children and young people access appropriate play activities regularly throughout the day. This is developing learners' social and communication skills and turn-taking ability. Staff should continue to develop approaches to play across the school, taking account of national guidance to strengthen their practice further. Teachers should plan and assess learning to support increased opportunities for learners to lead their own play, for example by providing zoned areas for play across the school, both indoors and outside. Teachers should assess more fully the skills children and young people develop as a result of participating in more playful ways.
- Staff use a range of environments well to extend children and young people's learning and support their holistic development. Staff use the sensory room effectively to support relaxation and help children and young people to regulate their emotions. They use the soft play area to provide valuable opportunities for learners to build their gross motor skills and develop their coordination. Teaching is well planned to develop sensory tolerance through exposure to different smells, tastes and textures, with learning linked effectively to real-life contexts. This ensures relevance and supports understanding, including age-appropriate lessons on relationships, personal safety and the human body. For example, hygiene is linked well to food safety in cooking activities.
- Trips and community activities are used effectively to build resilience and independence. Children and young people access local parks, shops and public transport, and visit studios to record and perform music. As a result, they are becoming more confident, increasingly familiar with their community and better able to manage new experiences.
- All children need significant support within the community, with most requiring high levels of staff supervision to support their safe participation in activities. Senior leaders ensure that all staff receive appropriate training to perform a supervision role effectively. In most lessons, staff work with children and young people individually. A minority of learners would benefit from more opportunities to learn with their peers. Senior leaders should continue to work with teachers to find more ways for all children and young people to socialise safely with one another to build their interaction and resilience in more challenging busy contexts.
- Staff make effective use of predictability to support learners in understanding the structure of the school day. Teaching staff establish a clear rhythm and routine, which provides consistency and helps learners to feel secure and prepared for what comes next. They use sequencing

strips to reinforce continuously learners' expectations and ensure that lessons are consistently well-organised and calm.

- In the majority of lessons, staff provide motivating and engaging activities. However, across the school day, a few learners spend too much time transitioning to and from lessons, reducing the time available for direct teaching. They would benefit from longer, teacher-led sessions that help enable more responsive learning and teaching. Senior leaders should consider increasing the proportion of the school day that these children and young people spend working directly with teachers. This will help ensure all children and young people engage in full programmes of learning and make the best possible progress.
- Staff are patient and close observers of the children and young people in their care. They are adept at assessing children and young people's emotions and employ supportive interventions including de-escalation techniques to help children to regulate their emotions. A few children and young people display dysregulated behaviours despite effective planning in place to support them. Almost all staff deal well with these situations, using patience, understanding and the school values of respect, included and nurtured to guide their approach. Staff use physical interventions only when individuals are in danger of physical harm.
- Staff use their well-developed understanding of individual children and young people to assess their understanding and progress. Most teachers speak confidently about the progress most children and young people are making. They discuss and record progress during termly professional dialogue meetings with senior leaders. Teachers use the pre-early level milestones to assess most children's progress across most areas of the curriculum and use national Benchmarks to help assess whether learners are making suitable progress. Teachers work with each other to moderate their judgement of a level and to analyse how well learners are engaging and communicating. They do this by observing each other's lessons both in-person and by using video footage. This provides a space for critical reflection and supports open and honest dialogue about professional practice. Senior leaders should find opportunities for staff to work with other similar schools to widen their moderation practice to further strengthen teachers judgement of the progress children make aligned to national standards in particular how they ensure progress for children and young people who make small step progress in their learning and these children and young people who show fleeting levels of engagement in lessons and activities.
- Teachers devise medium- and short-term plans for learners which focus on a few key areas including communication, literacy, numeracy, health and wellbeing and social skills. They focus appropriately on delivering a broad general education (BGE) and senior phase curriculum which meets learners' most pressing needs. Senior leaders should consider implementing a more consistent approach to planning and assessment across the school to show more clearly the planned learning of individuals and groups within the class.

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 and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the Board of Directors/Trustees.

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

- Overall, children and young people in the BGE are working between foundational milestones and the early level of Curriculum for Excellence (CfE). Most children and young people in the BGE make appropriate progress in literacy and numeracy from beginning their placement at the school. A few children and young people make more accelerated progress. In literacy and numeracy, a few children and young people are capable of achieving more. These learners should now be provided with greater challenge in their learning to raise further their attainment.

Literacy and English

- Overall, most children and young people attain appropriately in literacy and English across milestones and CfE levels. Attainment is strongest in communication and reading. In these areas, children and young people are achieving well. In the senior phase, most children and young people attain a small number of qualifications in literacy and English at National 1, predominantly in the areas of communication and interaction. A few attain National Qualifications in reading and interacting with texts.

Listening and talking

- Most children and young people across milestones to first levels make good progress in their communication. Children and young people at early milestones build strong foundations, showing purposeful attention, vocalising and responding to routines. At early level most use symbols or words appropriately for their stage and are improving turn-taking and confidence in interactions. Most children and young people's social communication is developing well, enabling them to share ideas at an appropriate level. A few children and young people could make greater progress in their listening and talking. In particular, those children and young people using AAC would benefit from more regular paired and small-group work with peers at a similar stage to strengthen their skills and increase their engagement.

Reading

- In reading, most children at foundation milestones are developing attention and engagement, showing awareness and sharing focus on sensory activities. They respond to stimuli and show enjoyment through gestures and sounds. Those at milestones show growing interest in sensory stories, recognise familiar characters and use symbols to follow daily routines. At early and first levels, a few children read common words with increasing fluency, read simple texts, and visit the local library. A few would benefit from developing their skills in reading comprehension to ensure they more fully understand what they read. Teachers should consider ways of developing library areas throughout the school to extend the range of texts available to

children and young people. This will support children and young people's enjoyment of reading and ability to share stories together.

Writing

- Most children and young people develop well their fine motor and early writing skills through a range of practical and tactile activities. They demonstrate increasing tolerance and dexterity when exploring materials, in line with their sensory profiles. At milestones and early level, most use fine motor skills well for mark making and communicate meaning by using objects or photographs. A few at early level show greater control, selecting and using a range of writing tools with increasing skill. A few can produce simple written messages, such as shopping lists, with improving letter formation. A few use AAC effectively to create short messages. Most at milestones and early level need more opportunities for independent digital writing. This would reduce their reliance on copying and overwriting and help to support a deeper understanding of writing as a meaningful form of communication and a means to express ideas.

Senior Phase

- At the senior phase, young people are successfully working towards National Qualification awards at National 1. Young people are developing their skills well in communication and following familiar routines in and out of school. A few young people are creating text. Young people are developing well their application of literacy and English in real life settings. They communicate increasingly effectively in social settings and recognise important environmental signs. Senior leaders and staff should continue to increase attainment in literacy and English for a few young people.

Numeracy and Mathematics

- Overall, children and young people are attaining appropriately in numeracy and mathematics, working within pre-early level milestones to first level of CfE. Attainment is strongest in number and money. In these areas, children and young people are achieving well.

Number, Money and Measure

- At milestones, children develop early numeracy through routines, using language such as before and after, recognising number sequences and exploring measure through sensory play. At early level, most recognise coins to 20p and use them in simple transactions, with a few demonstrating accurate counting and basic addition and subtraction. At first level, most read, write and order numbers to 30, with a few telling the time (o'clock and half past) and use money increasingly accurately in real-life contexts. Children and young people would benefit from more frequent opportunities to apply number skills in meaningful, real-life situations, such as using real coins when shopping to strengthen their understanding of the value and relevance of money.

Shape, Position and Movement

- At milestones, children and young people are developing their understanding of simple positional language such as in, on and under during sensory circuits and sensory play. They are investigating objects and exploring pattern and shape during numeracy and mathematics workstation activities and through art activities. At early level, children and young people explore the language of position and movement and are beginning to apply this in movement games. A few children and young people would benefit from developing more fully their knowledge and understanding of mathematical language such as now and next routines and

position, movement and time. This will help them as they transition across the school day and increasingly follow more detailed routines as they participate actively in their learning.

Information Handling

- At pre-early milestones, children develop awareness of the world through sequences and making choices using visual timetables and now/next boards. At early level, most understand pictorial displays and make choices from visual options. A few interpret more complex information, using signs and charts to make decisions and follow instructions, for example in cooking. Most would benefit from more opportunities across the curriculum to develop information handling skills.

Senior Phase

- In the senior phase, most young people attain a small number of National Qualifications in numeracy-based skills at National 1. A few attaining in wider areas of mathematics at National 1 level. Young people are developing well their application of numeracy in real life settings such as using money in local shops and following basic directional instructions when out on community walks.

Attainment over time

- Over the past three years, attendance has been in line with the national average and is currently 89.5%, showing improvement for most pupils. Senior leaders and staff monitor attendance closely, understand absence patterns well, and take effective action with partners when needed. They are helping improve attendance for a few children and young people. If concerns arise, senior leaders and staff work effectively with colleagues and external agencies.
- There are no children or young people on part-time timetables. A few children and young people spend prolonged periods of time outwith their class and work in individual workspaces. Senior leaders and staff should continue to support these children and young people to increase their time in programmes of learning and holistic development alongside their peers. This should help children and young people to develop their social interactions and awareness and tolerance of others where appropriate.
- All children and young people can at times display dysregulated and violent behaviour, often as a result of their additional support needs. Despite this, no exclusions at the school have been recorded in the last few years. Staff training in trauma-informed practice, understanding approaches to communication and nurturing approaches enables them to adapt learning environments effectively. They understand better children and young people's expressive communication and behaviours, assigning meaning to their actions. As a result, staff offer effective redirection using interest based learning which reduces disengagement and supports most pupils to re-engage in learning tasks. This helps children and young people to feel safe and understood by staff.
- Most pupils in the BGE make steady progress across learning, life skills and their holistic development over time. Children and young people are improving their levels of attainment as they move through the BGE. New planning and tracking systems are supporting teachers well to strengthening how they understand the progress learners are making. Improved evaluation comments within observations and termly evaluations are increasingly making more clear the levels of learners' engagement and what skills they are developing. Senior leaders and teachers should develop more consistent approaches to assessment and tracking to show

progress in learning and next steps more clearly. They need to demonstrate more clearly that all children and young people build consistently on what they can already do. This should include evidencing more clearly how the new continuum of engagement is providing the right level of support for those making smaller steps, so their progress is more fully recognised.

- Since 2023, almost all young people in the senior phase successfully gained National Qualifications awards at National 1, including subjects such as expressive arts, health and wellbeing, language and communication, life skills and personal achievements. Senior leaders and staff should continue as planned to increase the range of National Qualifications available to young people and explore the introduction of qualifications at National 2 for a few learners. This will help ensure that all young people benefit fully from a progressive senior phase curriculum to maximise their attainment.

Overall quality of learners' achievement

- Children and young people achieve a wide range of personal successes appropriate to their needs, which staff recognise and celebrate regularly. This builds confidence, pride and motivation to learn. Achievements are celebrated well in class through immediate praise and at weekly assemblies and Assembly Stars. Children and young people's achievements show clear progress in learning, communication and life skills. Staff share achievements with families well through an online platform, newsletters and interim and summary reports. Parents feel well supported by these systems, which help them see clearly how their children and young people are being successful with their personal achievements.
- All pupils in the BGE access a wide range of school and community experiences, such as visits to sports centres, shops and libraries. These help them to develop communication, independence, resilience and practical life skills. Children and young people are becoming more confident using their communication skills in real-life situations and are coping better with managing change and transitions. Almost all children and young people engage more successfully in daily life and achieve accreditation for these important skills.
- At the senior phase young people are supported to achieve National Qualifications which enable them to build on their skills for learning, life and work. Staff plan and run programmes of work which enable young people to develop their understanding of concepts such as personal hygiene, healthy eating and independent living skills. Staff also collate a profile of achievement which is used well at points of transition to celebrate success and to plan next steps as young people transition to adult services.
- Senior leaders and teachers track achievements using individual profiles. They should now create a clearer whole-school overview to improve consistency in tracking participation and skills. This will help staff better understand progress and plan next steps to ensure all children and young people benefit from relevant, progressive and engaging opportunities to help them make the best possible personal development.

Equity for all learners

- Senior leaders and staff understand very well the needs and backgrounds of children and young people and their families. They use this information to build strong relationships and remove financial barriers so all learners can take part fully in the life of the school. As a result, children and young people are fully included, well supported, and able to engage positively in their learning.

- Senior leaders use Pupil Equity Funding (PEF) effectively to provide targeted support, including programmes and activities that help improve skills and progress. They monitor spending regularly and consult with parents and staff. Senior leaders should continue to monitor the effectiveness of PEF on identified individuals. They need to evidence more clearly how targeted PEF interventions are effective in closing the poverty related attainment gap for children and young people.
- At transition points, staff support young people well to plan individualised next steps. A few take part in volunteering and community activities, building confidence and awareness of post-school options. In recent years, most have moved on positively to supported adult services. A few maintain contact with the school, supporting senior leaders to track post-school progress.

Other relevant evidence

- Across the BGE, subjects including religious and moral education, and personal health and social education are taught through ongoing and periodic planned experiences across the year. Senior leaders should review the curriculum to ensure all subjects are taught in a progressive manner as children and young people move through the BGE. This will help ensure all children and young people make the best possible progress across all areas of the curriculum.
- Most children and young people learn signing to aid the development of their communication and expressive language skills as part of the school's approach to 1 + 2 languages. The school is beginning to introduce Spanish to a few learners who are working in the BGE at early level and beyond, in line with children and young people's academic abilities.
- Physical education, including an improved focus on physical activity and sport, is now systematically planned across the school. This is helping ensure that all children and young people receive their entitlements to a planned and progressive physical education programme matched to their individual circumstances. A few children and young people in the BGE would benefit further from increasing their participation in this area of the curriculum.

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