

Summarised inspection findings

Hayshead Primary School

Angus Council

17 September 2024

Key contextual information

Hayshead Primary School and nursery class is located in Arbroath. The headteacher has been in post since April 2022 and is supported by a deputy headteacher and three principal teachers. The school roll is 447 with 80 children in the nursery class. Most children live in the Scottish Index of Multiple Deprivation (SIMD) data zones deciles 3 and 4.

The local authority places 40 children, from across the Arbroath locality, with additional support needs in the school. The school has a resourced class where some of the children receive additional support from staff as part of the school's continuum of support. 37% of children who attend the school have an additional support need.

The nursery class is involved in the school consultation process and therefore was not included in the inspection.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher provides highly-effective leadership. He has effectively engaged with children, staff and most parents to develop and realise a vision that places children at the centre of the life and work of the school. The 'Haysie Hearts' vision is prominently displayed throughout the school. Children and staff can articulate the school's values which almost all demonstrate through their actions within classrooms and corridors. Staff are reviewing arrangements to support the minority of children who are not yet applying the school values consistently well in the playground.
- The headteacher's leadership has impacted very well on the whole school community and improved outcomes for children. He shows resilience and high levels of perseverance when leading change. In a short time in post, he has introduced systems and processes to support collaboration and ensure that everyone's voice is heard when managing change. Respect and empowerment for children, parents and staff underpin his actions and everyone is clear about his high expectations of learning and teaching. Children and staff comment positively on the improvements in place over the past two years. Learning is enjoyable and staff are clear about their roles and responsibilities.
- The headteacher is ably supported by the deputy headteacher and three principal teachers, who work together effectively as a senior leadership team (SLT). Senior leadership roles and responsibilities complement their individual skillsets. The team, individually and collectively, fulfil remits effectively which align very well with the challenging and complex context of the school community. Senior leadership team remits continue to evolve as improvement priorities are overtaken. Staff are in the process of reviewing the leadership model to improve further the strategic direction for children with additional support needs.

- Almost all teaching and support staff engage effectively in leadership at all levels and have ownership of improving outcomes for children. They work very well together to plan learning and ensure that there is consistency in support. Staff's individual skills and expertise, developed through professional learning, impact positively on children outwith their own classes. Regular informal peer reviews of others' work and constructive conversations help staff to find solutions for challenges that they encounter.
- The headteacher and SLT have developed effective quality assurance arrangements. These approaches are well-planned and include a wide range of activities. They include observing learning and teaching, reviewing children's work and providing detailed feedback on children's progress. Teachers welcome the feedback and there is evidence of how this has impacted directly on improving learning, teaching and assessment across the school.
- Staff have a clear understanding of the social, economic and cultural context of the local community. This influences strategic planning for continuous improvement. Staff consider carefully areas of strength and improvement for the school community as a whole, taking full account of evidence gathered through effective self-evaluation. The improvement process is informed by stakeholder views, gathered through a range of approaches to maximise engagement. Senior leaders very effective plans for Pupil Equity Funding make a positive difference to outcomes for children.
- The school improvement plan is focused on improving outcomes for children and includes baseline information with clear measures for success. There is a robust rationale for change based on the school's vision, values and aims. There are measurable improvements in children's progress and relationships with their peers. Staff show increased confidence towards delivering inclusive practices. Most children have higher expectations of themselves and their peers. They benefit from clearer routines and structures in classrooms, as well as experiencing consistent approaches to promoting anti-bullying.
- The strong sense of teamwork is evident across the school. Children and staff are empowered and use their interests to lead change. Each member of staff values their own professional learning which links to professional standards, their own practice and that of colleagues. They engage very well with the professional review and development process. As a result, there are examples of teachers implementing very high-quality learning experiences in classes.
- Children's voice is evident in classroom learning and through a variety of roles such as the pupil council, digital leaders, house captains and rights respecting schools focus groups. The pupil council has an improvement plan which focuses on key aspects of the work of the school. Children describe their roles very effectively and have high aspirations for how they can positively influence the life and work of the school.
- The school has established strong links with partners. Staff are invested fully in working collaboratively with partners. Collectively, they use solution-focused approaches to ensure an inclusive approach to learning. This approach is helping staff to address barriers faced by children and their families, not just in the school, but in the wider community.

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

- The school values of friendship, happiness, and kindness align well with the school's commitment to children's rights and underpins teaching and learning approaches at all stages. They are discussed effectively and celebrated during assemblies, within the classrooms and through social media. This highly inclusive learning environment is built on positive, caring, and nurturing relationships between all staff and children. Children are polite, articulate, and keen to engage with all visitors to the school. Children and staff are proud of their school.
- In almost all lessons, most children are motivated, engaged and eager to learn. They lead their own learning and make decisions about how they learn. Almost all children work well independently, in pairs and in small groups. For example, children at second level demonstrate confidence and maturity in collaborative reading activities supporting and challenging each other's contributions very effectively.
- Across the school, the climate for learning is calm and purposeful. Staff have consistently high-expectations of children's behaviour and make good use of check-ins throughout the day to ensure that children feel supported. Teachers use positive behaviour strategies linked to the rules and values which support all children to manage their emotions when facing challenges. As a result, children know the values and behaviour within the classrooms is positive. There is a need to ensure a minority of children extend their use of the school rules of respect and responsibility in the playground areas during breaks.
- The headteacher identified the need to improve consistency in learning and teaching. He led staff in the creation of a clear learning and teaching framework. The introduction of the 'Brilliant Basics' and 'What a good one looks like' (WAGOLL) supports all teachers to plan effectively across each year group. In almost all lessons, teachers recap on prior learning, successfully share the purpose of learning with children, and support children to reflect on their learning.
- In most classes, staff meet children's needs well through differentiated tasks and activities and the appropriate deployment of adults. In addition, a majority of teachers share effectively the steps children will need to take to be successful in their learning. However, for a minority of children, the content shared in each of the steps does not provide appropriate challenge. There is a need for a minority of teachers to increase their understanding of this approach and ensure that they are not creating a 'floor' or 'ceiling' and lowering children's expectations. In addition, in a few classes, there is a need for an increased focus on the skills being taught rather than the activities children complete.
- Staff are skilled at providing creative and enjoyable learning activities for children in the outdoor environment. They effectively use the vast school grounds, for example the pond, bird hide and outdoor classroom to provide stimulating and exciting learning. As a result, children

experience effective opportunities for challenge, enquiry, critical thinking and reflection. Children benefit from planned opportunities to take their learning about sustainability and Global Goals outdoors.

- In most lessons, teachers use technology effectively to improve children's engagement in their learning. All children access a digital device to support and enhance their learning experience. Children are confident in accessing the internet for research purposes and engaging with online games and applications to support their learning across the curriculum. Children create videos about their learning and the work of the pupil voice committees. They share these videos with the school community, using bar matrix codes. Children from P1 to P7 are confident uploading their learning to a digital platform to share their learning with their families.
- Children at the early level experience opportunities for play which meet the needs of the majority of children. Teacher-initiated learning zones align well to Curriculum for Excellence (CfE) experiences and outcomes and support children to make good progress in a small, focused teaching group. There are a few examples of literacy and numeracy embedded across the play-based classroom. There is clear evidence of the benefits of the adult-initiated play and this needs built upon, to create an environment that stimulates and motivates purposeful child-led play. Staff do not focus well enough on a range of experiences, to supplement the teacher-directed learning zones. In addition, written observations of child-led play do not demonstrate children's progress sufficiently well across the early level.
- Most teachers use progression frameworks, curricular maps, and National Benchmarks effectively to inform their planning. The new planning proforma includes the seven principles of curriculum design to ensure planning is flexible, relevant to the needs of learners and provides appropriate levels of personalisation and choice. Teachers meet in stages with the SLT to moderate planning and discuss the progress of children. Interventions are identified for groups of children and planning adapted to meet needs.
- Senior leaders developed a helpful annual assessment calendar which clearly outlines assessment expectations. Staff successfully use a variety of summative and formative assessment approaches to help inform their planning. Teachers are supported with moderation activities through the four Quality Assurance and Moderation Support Officers who provide additional support. This is beginning to improve the accuracy of teachers' professional judgements. Staff analyse assessment data for literacy and numeracy very effectively and well planned interventions are implemented for identified groups of children. Class teachers work very closely with additional support needs teachers to agree appropriate time-limited interventions for children requiring additional support.
- The headteacher has recently implemented the local authority whole school tracking tool to track the progress of all children. He is using the tool well to identify gaps in children's progress, including children facing additional challenges. The SLT meets with staff termly to monitor children's progress. These discussions help to inform the deployment of support staff, the additional support needs team and partners to provide appropriate interventions for learners.

2.2 Curriculum: Learning pathways

- The SLT led a full consultation of the school's curriculum rationale with children, families, staff, and partners. This resulted in the school community identifying key themes that were important to capture. The new rationale is highly inclusive and ensures that children experience their full curriculum entitlement. The rationale is underpinned by the school values. Learning for Sustainability is a key feature of the school and is embedded effectively across the curriculum.
- The SLT has introduced a clear and well-considered sustainable three-year curriculum plan. They have ensured that there is protected time for teachers to undertake professional learning and collegiate working to develop the curriculum and consider its impact on learners.
- Teachers effectively use local authority progression pathways and school progression pathways to plan enjoyable and relevant learning experiences for children. Staff work collegiately to ensure progressive coverage of learning from early level to second level using CfE experiences and outcomes. They are developing their approaches to creating high-level interdisciplinary learning (IDL) plans. These plans follow the seven principles of curriculum design and are reflective of the Global Goals and the United Nations Convention on the Rights of the Child.
- All children have access to a good variety of texts and genres from the school library. Staff effectively link reading materials to children's learning. Staff and children share their favourite books and authors to encourage reading for enjoyment. All classes have libraries which provide additional age-appropriate texts for children and most classrooms have reading areas that the children can relax in and enjoy reading a book.
- All children receive their entitlement to two hours of physical education (PE). Children participate in weekly lessons in school and in the extensive school grounds. The grounds have grass areas and a multi-purpose sports area to support PE lessons. Almost all children demonstrate high levels of engagement and enjoyment during lessons. Children are receiving high-quality learning experiences in physical education.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents agree that the school encourages children to be healthy and take regular exercise. They recognise that children have trusting relationships with their teachers. The headteacher and staff recognise the value of parents as partners in the life of the school. Parents have regular opportunities to participate in their children's learning through digital platforms. Senior leaders work effectively with a wide range of partners to ensure parents and families access appropriate advice and support. The newly implemented 'Learning Café' where parents can visit the school and find out more about their child's learning has been positively received. As planned, the school should continue to develop activities to support parents to help their child's learning at home.
- The Parent Council organises events and is helping to raise funds to support the work of the school. All children benefit from initiatives such as funded leavers hoodies, to ensure there are no barriers due to cost. The school is aware of parents' perceptions of bullying and a focus group is in place to take this forward. Parents have begun to be involved in reviewing and updating policies in the school. A minority of parents expressed concerns about children's behaviour in the playground. Senior leaders should continue to involve parents more fully in the development of specific school improvement priorities.
- Parents value regular contact and communication from the school. The headteacher offers regular ways for parents to share their views such as questionnaires and evaluations. As planned, the headteacher and senior leaders, need to ensure effective communication with all parents.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

very good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff across the school model nurturing and responsible behaviours and display empathy and warmth towards children. Teachers link children's rights explicitly and consistently to daily classroom and school activities, grounded in the vision and values of the school. Children are clear about how the rules of 'ready, respectful, safe' and values of 'friendship, happiness and kindness' shape their interactions with each other and with staff. Staff reinforce school values consistently through sensitive and responsive interactions. Almost all children articulate well the relevance and impact of the values to their daily lives. Children and staff nominate children to be named on the class recognition board for a value the class has chosen. This approach is helping to improve children's self-esteem, through positive recognition of their demonstration of school values in their actions and words. Almost all children support each other in class and are courteous in things such as turn-taking, moving aside to let others pass and moving around the building. As a result, there is a calm, settled and purposeful school environment where children flourish.
- Staff are building on the local authority approach to positive behaviour to develop a more bespoke policy, which is tailored very appropriately to the context of the school. Staff promote children's self-regulation highly effectively, building on the whole school rights respecting work and as part of school values. This is linked to class standards. Both staff and children have ownership of what constitutes acceptable behaviour. The few incidents of disruptive outbursts and the very few incidents of violence against staff are in decline. When the challenging behaviours do occur, they are individually investigated by senior leaders who support children, families and staff in moving forward very sensitively.
- Almost all children are skilled in supporting each other and being kind. They have done a considerable amount of work on understanding why people may behave in a certain way. In addition, they learn strategies that help them develop their own resilience. As planned, the school should review their playground charter to ensure that the high expectations of behaviour within the learning zones are replicated in the school grounds at breaks and lunch time.
- Almost all staff and partners have a very clear understanding of the importance of wellbeing in raising attainment and achievement. Staff use questionnaires, wellbeing webs and conversations to measure children's wellbeing. Children are aware of the wellbeing indicators and what each one means for them in their lives. Children are reflective and skilled in articulating their sense of wellbeing. They use the indicators to assess their own health and wellbeing at several points across the school year. Staff use this information to deal with any concerns identified on an individual basis. This information is not yet used to identify trends.
- Staff have regular check-ins with children and employ restorative and nurturing approaches. There is a strong focus on empowering children with strategies to support their own mental health. Children are skilled in the vocabulary of expressing their own needs to others. They are

good role models for each other. For example, older children act as peer mediators and buddies to younger children. They support them well to resolve any conflicts. Restorative approaches have been a focus of professional learning for a number of years and both children and staff take responsibility for their roles in this approach. Almost all children agree that the school helps them respect and include others.

- Children are identified for well-considered universal or targeted wellbeing supports, based on staff knowledge of their needs and gaps in their learning. Across the school, most staff employ appropriate strategies to support children. They have undertaken a considerable level of professional learning, for example in trauma-informed practice and nurture. This underpins an inclusive and supportive environment for all children. Additional support needs staff have recently made considerable improvements in the approaches used to identify, record and monitor the progress of children requiring additional support. As a result of these strategies, there are improved outcomes for children with additional support needs.
- Staff across the school fulfil their statutory duties well and developed appropriate individualised educational plans. Children contribute effectively to these plans by identifying what supports them most effectively to learn. They provide effective targeted support for groups and individuals. There are a variety of in-school interventions designed to support specific children. These include flexible learning spaces for children with low levels of engagements who require additional support with their learning. There is a nurture facility for children who find the structure and demands of school life challenging. Staff monitor and support children through the continuum of need process. The interventions and supports are leading to positive outcomes for almost all targeted children. For example, through improved attainment, higher levels of attendance and increased school engagement.
- Senior leaders and staff have strong partnerships with other professionals in education, health and the community to ensure early and effective interventions to support learners. Reviews of children's progress are held in a planned, timely manner to share information, with a commendable focus on identifying and addressing children's individual needs.
- Staff develop children's understanding of equality and diversity very effectively through a range of experiences with a strong focus on global goals. Opportunities include learning through religious and moral education, assemblies, focused weeks and interdisciplinary learning on human rights, world habitat and pride. There are important initiatives such as gender equality. Staff effectively link reading materials to children's learning. For example, a focus on racial literacy in classes is recorded and displayed in a communal floor book. Stories and texts about significant figures such as Rosa Parks and Martin Luther King supplement this learning. Children can articulate clearly why it is important to treat everyone equally and are highly committed to the belief that everyone should be included. Children benefit from planned and very engaging learning about equal opportunities and the protected characteristics across the curriculum in a progressive way. Children across the school demonstrate a deep understanding of the importance of celebrating diversity and difference and challenging discrimination.

3.2 Raising attainment and achievement

good

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

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

Attainment in literacy and numeracy

- Overall children's attainment in literacy and numeracy is good. For session 2022–2023, most children achieved early level in reading, talking and listening, writing and numeracy by the end of P1. By the end of P4 most children achieved first level in writing, talking and listening, and the majority achieved reading and numeracy. Most children achieved second level in writing, talking and listening by the end of P7, and the majority achieved reading and numeracy.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

Listening and Talking

- Most children make very good progress in listening and talking across the stages. At early level, almost all children are beginning to communicate with increased confidence. By first level, most children communicate clearly. Most children engage with and listen well to others. By P7, most children ask and answer questions with confidence. Most children at second level contribute effectively to group discussions. At all stages, a few children are not yet able to build on each other's ideas or critically evaluate each other's contributions.

Reading

- Children at all stages demonstrate enthusiasm for reading and enjoy accessing well-resourced library areas across the school. Most children at the early level recognise sounds and words and are beginning to read their own sentences. At first level, most children read aloud familiar text with understanding and expression. At second level, most children use a range of reading strategies to demonstrate understanding and analysis of texts. A few children are unable to respond to inferential reading questions.

Writing

- At early level, most children use describing words and write simple sentences using capital letters and full stops. By first level, children plan and organise ideas and information using appropriate formats. They are beginning to use a range of sentence openers to make their writing more interesting. At first level, a minority of children are unable to write extended texts in a range of genres. At second level, most children write regularly in a variety of genres for a range of purposes. A majority of children use a range of language techniques confidently to enhance their writing and engage the reader.

Numeracy and mathematics

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

Number, money and measure

- At early level, most children count confidently within 20. They identify and recognise numbers from 0-20 and add and subtract mentally to 10. At first level, the majority of children confidently compare the size of simple fractions and recognise simple equivalent fractions. They round numbers to the nearest 10 and 100. At second level, the majority of children understand place value for whole numbers up to one million. They calculate the area of shapes. The minority of children at second level cannot use knowledge of percentages to solve problems.

Shape, position and movement

- Across all stages most children have a good understanding of shape. Most children at early level identify common two-dimensional (2D) shapes within their environment. At first level, the majority of children describe confidently properties of 2D shapes. By P7, the majority of children describe three-dimensional objects and apply this knowledge when identifying nets of shapes. A minority of children at early and first levels are not able to demonstrate their knowledge of symmetry or features of a circle.

Information handling

- At early level, most children sort objects in a variety of different ways. They use their counting skills to ask and answer questions based on data in tally charts. Most children at first level create bar charts and interpret them. At second level, the majority of children interpret information and suggest different ways that it can be displayed. Across the school, most children need to develop and deepen their understanding of data handling in relevant contexts.

Attainment over time

- The headteacher and staff track the progress of specific groups, individuals and cohorts in a systematic way. This includes a targeted focus on the progress of children who face additional barriers to learning. School data indicates that the school has raised attainment for most children as they move through the stages in literacy and numeracy over the past three years. Attainment through first level and the start of second level shows that a minority of children's progress does not build sufficiently well on their early level attainment. Children with additional support needs make good progress in their attainment and achievement over time.

Overall quality of learners' achievements

- Staff value highly the achievements of children both in and outside of school. Across all stages, achievements are shared and celebrated in assemblies through 'Shout Outs', on displays and through videos and films via the matrix barcodes. Children are gaining skills in leadership, organisation and communication through activities including school council membership, digital leaders, sustainable citizens and sports leader groups. They have planned, organised and led activities such as a Fairtrade Café, Mascot Competition and developments to improve the school grounds. P7 sports leaders use skills effectively to plan and lead clubs for younger children. As a result of these opportunities, children are developing important skills for learning, life and work. Most children can confidently articulate the skills they are developing and how they can use these in real-life contexts.
- Children are developing their knowledge of the world around them and understand the relevance of a skill taught in school to everyday life. For example, teachers make very effective use of outdoor areas to engage children in learning about sustainability and Global Goals. They have grown fruit trees and vegetables in the polytunnel, which led to the children running a successful farmers' market and sharing their learning about sustainability through assemblies.

Equity for all learners

- The headteacher and all staff have a clear vision and ambition for every learner. They have a secure understanding of the socio-economic background of their children and families. Through analysis of data, senior staff have an insight into the barriers children are facing in their learning. The school consider equity for all through a focus on high-quality learning and teaching. Senior leaders and staff provide highly-effective support for families, with equity at the centre of their daily work. Interventions in reading and writing are leading to an upward trend in attainment for targeted groups of children.
- The headteacher and SLT use Pupil Equity Funding effectively to provide additional staffing interventions in wellbeing, and fund partnerships with local community clubs. This supports staff to implement targeted interventions in health and wellbeing, additional support needs, literacy and numeracy. As a result, they are widening children's experiences and there is evidence of progress in narrowing the poverty-related attainment gap. A key focus this session is on improving reading and writing. Early analysis of impact is showing the first steps of improvement. Attainment is increasing for those affected by poverty. The poverty attainment gap for children in SIMD 1-3 is 7% for reading, 6% for listening and talking and numeracy and 5% for writing. Most children identified for support through the use of poverty indicators are predicted to achieve expected CfE levels.
- The school has a key focus on improving attendance. An additional staffing resource has enabled the school to target pupils showing less than 85% attendance. This includes a variety of interventions to improve attendance including family support and holiday camps. As a result, the attendance of targeted children is beginning to improve. The school should continue their effective work on improving attendance across the school.

Context

Hayshead is a specifically resourced school which provides a continuum of support for 40 children to meet a range of needs. This includes a Nurture provision, a specifically resourced class, partnership working with ASN locality and specialist teams for autism, hearing and visual impairment and mainstream support. Hayshead is one of three schools in the town of Arbroath in which additional resources are allocated to support children with additional support needs. The headteacher and acting PT Inclusion have responsibility for managing all aspects of the additional resource. Children are placed in the school as a result of a local authority multi-disciplinary panel. Children are then placed within the resourced class as a result of an agreement between senior leaders and families.

A few children attend mainstream classes for short periods of time. The resourced class is staffed by two teachers and three support staff. The recently appointed principal teacher, together with the headteacher, have responsibility for the continuum of need model of support in place within the school.

Leadership of change

- The SLT work well with staff in the provision to ensure there is a shared understanding of the needs of children and their families. Staff in the resourced class participate in all aspects of school self-evaluation and are committed to developing practices and approaches that lead to improved outcomes for children. Going forward, the SLT and staff should continue to work together with staff in the provision to embed the school's vision, values and aims into day-to-day practice.
- The recently appointed acting principal teacher for inclusion is developing approaches to evaluating the quality of the work of the resourced class. The SLT should continue to work closely with staff in the resourced class to identify areas for improvement and work together to implement actions that lead to improved outcomes for children. The SLT should support staff in the resourced class to visit effective practice in other provisions.
- Staff in the provision benefit from high quality professional learning opportunities to support their understanding of the needs of children. For example, teaching staff are undertaking professional learning to improve approaches to supporting children's communication needs. The SLT and staff in the provision should now evaluate the impact of this learning to ensure there are improved outcomes for children.

Learning, teaching and assessment

- A minority of children engage in learning activities for short periods of time. When they are engaged, they show interest in their activities and complete them with varying levels of support from adults. The majority of children do not fully engage in planned activities. They disengage by participating in self-directed play or by displaying low level disruptive behaviours.
- Children who engage in planned learning activities are presented with a range of literacy and numeracy tasks that are differentiated to meet their strengths and needs. These are mainly worksheet or jotter-based tasks. A few children use tablets to support their learning. Teachers need to develop creative approaches to teaching and learning that help children understand what they are learning. This should include the use of concrete materials and practical activities. For almost all children, staff need to improve the pace of learning, time when planned learning occurs and the levels of challenge. Children need more opportunities

to learn across the curriculum. Staff should implement planned learning in all subjects and ensure children learn within meaningful interdisciplinary approaches.

- Children learn in an appropriate designated space that includes indoor classrooms, a sensory room and an enclosed outdoor area for learning and play. Staff in the provision, together with the SLT, should review the use of space within the provision to ensure it is used better to promote learning. Staff should review the furniture and resources children use to ensure they match their age and size.
- Staff in the provision should work together to establish leadership of learning and better definition of their roles. Moving forward there is a need to ensure clear plans are in place which identify who will lead on aspects of learning and teaching. In addition, ensure members of staff are clear about their roles and responsibilities when supporting children engaging in different activities.
- Staff plan for groups of children in literacy, numeracy, and health and wellbeing using Curriculum for Excellence (CfE) guidance. For the majority of children, planning takes accurate account of their individual needs. For a few children, staff need to review planned activities to ensure they are matched better to their individual needs. Assessment approaches provide relevant information as to how children have succeeded in their learning. Teachers now need to plan learning for children across all areas of the curriculum.

Ensuring wellbeing, equality and inclusion

- Relationships between children and staff in the provision are positive. Staff in the provision know children well and help them to access learning and play. Support staff in the provision are very responsive to the emotional needs of children. Children display challenging behaviours including disengagement and both low-level and high levels of disruptive behaviour. For a few children, these behaviours are linked to their additional support needs. Staff in the resourced class need to review the structure the school day, planned learning times and transitions. This will support children to understand their day, prepare for activities and regulate their emotions.
- Children are developing an appropriate understanding of their feelings and emotions. They identify situations that make them happy and sad. A few children identify body parts correctly. Through a good use of social stories, children are beginning to understand aspects of their own personal care and sexual health.
- Staff in the provision appropriately identify the additional support needs of children and strategies to address barriers to learning. Individualised education plans (IEPs) and communication passports provide detailed information as to the supports children require to overcome these barriers. Staff in the provision should ensure identified strategies to support children to overcome barriers to learning are used consistently by everyone. Planned outcomes for children in IEPs should be more specific to their individual needs.
- A few children access learning and play with mainstream peers. This enables positive interactions and allows children to develop important social skills. Staff in the provision should continue to support children to participate in opportunities to be with other mainstream children as much as possible.

Raising attainment and achievement

- A minority of children are making appropriate progress in their learning. Most children could be making better progress.

Literacy, English and communication

- Children engage well with stories and books. They show interest in library books and will select books to read on their own. A few children read well and discuss the context of stories. A few children are mark making and are beginning to form letters. A few children write sentences using correct punctuation. Almost all children communicate using speech or gesture. Most children need more opportunities to develop literacy skills across a range of contexts. Most children need better access to communication approaches matched to their individual needs.

Numeracy and mathematics

- Children are developing a good understanding of number. They are adding and subtracting numbers successfully. Children recognise different coins by shape and size. They do not yet understand the value of coins. A few children name and draw a range of two-dimensional shapes. Children need to develop skills across numeracy and mathematics within meaningful and real-life contexts.

Attainment over time

- The SLT and staff in the provision work together to review the progress children are making. The SLT should continue to interrogate assessment information about children to ensure they are making as much progress as possible. Discussions with staff in the provision about progress should include a review of the appropriateness of targets within IEPs to ensure they are specific and measurable.

Achievements

- Children have appropriate opportunities to celebrate achievements through assemblies and 'hot chocolate Fridays'. Children develop their fitness at sports festivals. They should continue to support children to participate in activities and events both within school and in the community to help them develop further their confidence and skills.

Practice worth sharing more widely

Narrowing the poverty-related attainment gap

The headteacher, SLT and all staff have a strong understanding of the social, economic and cultural context of the local community when strategically planning for continuous improvement. They have a clear ambition for every learner to succeed. Staff are invested fully in working collaboratively with partners and using solution focused approaches to ensure an inclusive approach to learning. This approach is helping staff to address barriers faced by children and their families, not just in the school, but in the wider community.

Senior leaders ensure the school improvement plan is focused on improving outcomes for children and includes clear measures for success and baseline information. They focus on equity as a priority, ensuring that planned interventions, including universal support in classrooms, impact positively on outcomes for children. Pupil Equity Funding (PEF) is used effectively for additional staffing, interventions in wellbeing and partnerships with local community clubs. Senior leaders monitor closely the impact of their use of PEF.

Through close analysis of data, senior staff have an insight into the barriers children are facing in their learning. The school consider equity for all through a focus on high quality learning and teaching (through Brilliant Basics). Senior leaders and staff provide highly-effective support for families, with equity at the centre of their daily work. Interventions in reading and writing are leading to an upward trend in attainment for targeted groups.

Through collaborative discussions and robust self-evaluation, staff reflect and review the impact of interventions to identify successes. They identify areas where a variety of specific additional support may be beneficial. They develop appropriate time limited interventions tailored to improve children's attainment and progress.

Evidence from pre-and post-assessments from surveys on staff inclusion and the Circle inclusion for children show children's wellbeing is being secured. These are widening children's experiences and helping to reduce the impact of poverty. Targeted actions and the impact of training and therapeutic interventions are measured for impact. As a result, there is evidence of progress in narrowing the poverty-related attainment gap.

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.