

Summarised inspection findings

Andover Primary School

Angus Council

10 February 2026

Key contextual information

Andover Primary School is a non-denominational primary school located in the town of Brechin, in Angus Council. It is a specifically resourced primary school that has specialist additional support needs classes, locally known as The Rainbow Rooms.

The school roll at the time of the inspection was 230 children educated across 10 classes. The headteacher has been in post for eight years and the deputy headteacher for seven years. The deputy headteacher has responsibility for the nursery. The headteacher is also supported by three principal teachers, one of whom oversees the work of The Rainbow Rooms.

Currently, 32% of children live in Scottish Index of Multiple Deprivation (SIMD) decile 2 and 58% live in SIMD deciles 3, 4 and 5, with 10% of children living in SIMD deciles 6, 7, 8 and 9. Around 55% of children are recorded with an additional support need (ASN) and 12% with English as an additional language.

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

- Most teachers ensure that classroom environments reflect the school values of Confident, Achieving, Happy and Nurtured (CAHN) well. In doing so, most teachers use classroom audit tools effectively to check that their classroom is inclusive. They make appropriate adaptations for most children to reduce barriers to their learning. Most staff are developing well their approaches to engage with children when communication is a barrier. For example, staff are helping children to regulate their emotions better through using visual supports. As planned, staff should continue to develop their approaches in making consistent use of visual supports as a core strategy. This will help more children regulate their emotions, cope with transitions and maintain focus on learning.
- Senior leaders and staff work well with most children to identify their rights, learn about these and embed them into school life. They are effective in building trust with children and in ensuring children experience respectful and supportive interactions. This is helping most children increase their engagement, develop independence and keep trying when learning becomes difficult. Staff ensure that children in each class work together to create a charter that is relevant to their class context. As a result, most children understand the value of learning and the important skills they develop in school. They interact well during learning and social times.
- Senior leaders and staff have developed positive relationships with almost all children. They have recently undertaken professional learning that is improving their understanding of behaviour and trauma and how to adopt nurturing and restorative approaches. This is having a positive impact across the school for almost all children. Overall, children are being supported well to improve their capacity to regulate their own behaviours. They behave well and seek

support from trusted adults. As a result, children are ready to learn and increasingly engage better with school-based activities. Where children demonstrate distressed behaviours, staff support most to calm, settle and return to learning successfully. However, when children present with significantly disruptive behaviour, including violence towards others, they may experience episodes of exclusion or a reduction in time spent at school. Senior leaders and staff should review approaches to managing and reducing incidents of seriously disruptive behaviour to better meet the needs of all children involved.

- The majority of teachers provide children with learning experiences that are motivating, appropriately challenging and which build appropriately upon prior learning. In these lessons, children participate in learning that is interesting, enjoyable and matched well to their needs. Teachers consider thoughtfully when to provide opportunities for independent learning, learning with a peer and teacher led opportunities. This is helping children settle to learning activities quickly and with purpose. In a minority of classes, teachers need to ensure that children's learning is appropriately challenging and builds upon prior learning. Senior leaders should now work with all teachers to develop consistently high-quality learning experiences. These should provide children with opportunities to challenge and extend their learning.
- Most teachers are effective in helping children learn about the purpose of their learning. They regularly begin activities by discussing with children what success looks like. Teachers explore appropriately what children need to learn and why it matters. They are effective at providing children with opportunities to share their understanding of the intention behind their learning. As a result, most children articulate well the skills they are using or developing. They successfully apply these skills to confidently solve problems and engage well with their peers. Senior leaders should continue to work with teachers to help children understand and help shape what successful learning looks like.
- Most teachers use a range of learning environments successfully to enrich children's learning. They are working increasingly well to develop a shared approach to teaching across the school. This includes collaborating with senior leaders to design Andover's 'What a Good One Looks Like' framework and using national guidance to support inclusive classrooms. As a result, most teachers are consistent in providing quality learning experiences for children. Most teachers think carefully about the questions they ask to help children deepen their learning. Their explanations are clear and easy for children to understand. They provide useful feedback to children and create a safe environment where children can make mistakes, learn from these, and move their learning forward. As a result, children in these classes are becoming more independent in their learning. Senior leaders should continue to work with teachers to develop a consistency of approach across all classes.
- Teachers make purposeful use of digital technology, including interactive boards. They use a range of technology to introduce new learning, reinforce key concepts, and motivate children through videos and games. For example, children use laptops in class to research projects and share their learning with peers and their teacher. They use online platforms to practice and reinforce their mathematics skills. Teachers should continue as planned to explore the full potential of digital technologies and its use to support learning for all children. This includes using technology to reduce barriers to learning through using assistive technologies. Senior leaders should continue to support teachers enhance digital approaches to support learning and build upon children's digital literacy skills.
- All teachers use a range of assessments to evaluate children's progress in literacy and numeracy. Most use formative and summative assessments successfully to help them understand children's learning needs. All teachers use national Benchmarks for literacy and numeracy to help them assess and determine children's progress. As a next step, teachers

should develop further their approaches to assessment of children's listening and talking skills. This information should help them plan better the opportunities for children to apply their listening and talking skills into different contexts.

- Senior leaders meet with teachers termly to discuss children's learning and progress. These meetings are becoming increasingly purposeful and useful to accurately identify children who are not making expected progress. As a result, senior leaders and teachers agree and action interventions to support children's learning. Senior leaders and teachers should now measure and track better the longer-term impact that specific interventions have on children's progress.
- Across the school, staff demonstrate a strong commitment to collegiality and teamwork. Teachers work well informally to share ideas and effective practice with each other. As planned, senior leaders should continue to support teachers to develop a more systematic approach to planned moderation of learning activities, both within and beyond the school. This will help teachers to have a more robust and shared understanding of national standards.
- Teachers use local authority and school progression pathways well to plan children's learning across all curricular areas. Children have a voice in planning their learning linked to topics, which increases their motivation to learn. Teachers should continue to involve children in decisions around planning learning.
- Teachers plan appropriately for most children requiring differentiated support in their learning. This ensures that individual children experience learning that is set at the correct level. Teachers should now develop more fully the use of individual education programmes (IEPs) for children that require adaptations to their learning. In doing so, they should make sure targets within these programmes are outcome-focussed, measurable and clearly identify how skills will be taught. They should ensure that all IEPs are evaluated and tracked frequently. This will help staff to clearly identify and evidence the progress individual children are making.
- Teachers at the early stages are planning well using play-based approaches and quality outdoor learning programmes. Staff successfully plan for a balance of adult-led, adult-initiated, and child-initiated experiences. This is supporting children to make choices and take increasing responsibility for their learning. Teachers are developing their skills in observation to identify next steps and respond to children's individual needs. As planned, staff should continue to build on this approach by extending play pedagogy in a progressive way, as children journey through the school. Staff should continue to engage with national practice guidance. This will help to ensure that all opportunities for child led play are developmentally appropriate.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.
- During the inspection the education authority, working with the school, have taken forward areas for improvement in safeguarding which required urgent action. HM Inspectors have reviewed information relating to these areas for improvement. HM Inspectors are satisfied with the response taken by the education authority and do not require any further information.

3.2 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. At early and second levels, the majority of children achieve expected levels in literacy and numeracy. At first level, most children achieve expected levels in literacy and numeracy. A few children across all stages work beyond expected levels. A few children across the school are capable of making better progress.
- The majority of children who require additional support with their learning make appropriate progress towards their individual learning targets. Low attendance is currently affecting the literacy and numeracy progress of a minority of children with additional support needs.

Attainment in literacy and English

- Most children make good progress from prior levels of attainment in literacy and English. Across the school, there is a need for staff to ensure children experience increased expectations and further pace and challenge in learning. A few children are capable of accelerated progress across the school.

Listening and talking

- At early level, most children follow instructions and listen well to staff. They talk about books they enjoy and retell the sequence of familiar stories well. At first level, most children respond well to a range of questions and contribute appropriate information to class and group discussions. Most children at second level contribute a range of relevant ideas, information and opinions when engaging with others. They demonstrate skills in prediction and in answering inferential questions. Across the school, children would benefit from more planned opportunities to develop and apply their listening, turn taking and talking skills. This should include improving focus during discussions, in a wider range of contexts.

Reading

- At early level, most children identify accurately initial letter sounds. They hear and say sound patterns and rhyme. A few children require support to help blend sounds. Most children at first level read aloud with fluency. They talk confidently about texts they enjoy and give reasons to support their choices. Children at first level would benefit from planned opportunities to explore and understand different genres of text. Most children at second level read aloud with fluency. They explain preferences for particular texts and authors, providing detail to support their opinion. They should continue to develop their understanding of techniques used by the author to influence the reader.
- Children's learning is supported well through regularly accessing class and school libraries. They are encouraged and supported to read for enjoyment through whole school approaches,

including reading bags and the “Daily Five”. As staff continue to help children develop their understanding of children’s rights and global citizenship, they should consider introducing a wider range and choice of texts available to children, to ensure greater diversity in reading materials.

Writing

- Most children at early level use capital letters and full stops accurately to write simple sentences. They attempt to write and spell familiar words correctly. A few children need further practice in developing their pencil control through planned writing activities. Most children at first level successfully write texts to share their ideas and feelings and identify and use nouns, verbs and connectives in their writing. At second level, children practice a range of writing skills in their class work. Most write with fluency, using paragraphs to separate thoughts and ideas. Across the school, a few children would benefit from support to improve their handwriting and presentation of their work.

Numeracy and mathematics

- Overall, most children make good progress from prior levels of attainment in numeracy and mathematics. At first level, there are some gaps in children’s learning. They would benefit from teachers revisiting taught concepts to consolidate their learning in numeracy and mathematics.

Number, money and measure

- The majority of children at early level count confidently forwards and backwards within 20. They add simple numbers, but are less confident in subtracting within 20. Most children at first level round two-digit and three-digit numbers to the nearest 10 and 100. They confidently explain strategies for adding numbers. They are less confident in their knowledge of times-table facts. They need more support to develop their understanding of fractions, and to compare and order fractions correctly. At second level, the majority of children demonstrate a strong understanding of the link between fractions, decimals and percentages. They round whole numbers to the nearest 1,000 and 10,000. They are not yet able to round to the nearest decimal place.

Shape, position and movement

- At early level, the majority of children continue a simple sequence based on colour or pattern. They identify two-dimensional shapes but are less confident in their knowledge of three-dimensional shapes. Most children at first level describe accurately the properties of shapes using edges, corners and vertices. They would benefit from further work on recognising lines of symmetry. The majority of children at second level accurately name a range of angles. They are not yet confident in identifying radius and diameter.

Information handling

- The majority of children at early level answer simple questions about a graph. Most children at first level are aware that there a variety of ways to display data. They ask and answer questions accurately about the data. The majority of children at second level use the language of probability well to describe the likelihood of events happening. Children at first and second levels should continue to develop further their information handling skills, using digital technology to support their learning.

Attainment over time

- Staff track children’s attainment in literacy and numeracy increasingly well. This includes reviewing relevant data about specific cohorts and socio-economic factors that may impact on children’s attainment. Overall, data shows that most children make expected progress as they move through the school. In recent years, senior leaders identified a dip in attainment at first level for literacy and numeracy. They directed additional resources and support to address this.

This approach is beginning to have a positive impact on attainment at children working towards first and second levels. Senior leaders should continue to develop their tracking systems to provide a clearer overview of children's progress through Curriculum for Excellence levels and for all curricular areas. Senior leaders have recently begun to track and monitor the progress of different cohorts of children, for example, those with low attendance or those impacted by poverty. This is allowing staff to begin to understand better the impact of interventions to ensure the best possible outcomes for all children.

- Children's attendance at school has been below the national average for several years. Last session, children's attendance was 90.3% with 39.9% having attendance below 90%. Senior leaders work closely with a local authority engagement officer to support families with low attendance. The engagement officer offers helpful regular check-ins and home visits. Children receive tailored support from staff in school to build friendships and trust, aimed at reducing the barriers preventing them in coming to school. This is starting to help a few children improve their attendance. Senior leaders must keep prioritising improving attendance and strengthen the impact of current interventions. Children with very low attendance need better coordinated support. This includes identifying those families needing help from external agencies. Senior leaders should monitor which interventions improve attendance most effectively.
- There are a few children on part-time timetables. Senior leaders should now agree clear plans with children, families and other agencies to reduce the use of part-time timetables. They should increase educational experiences and access to quality learning programmes. In doing so, senior leaders should ensure that any requirement for a part-time timetable is clearly based on a robust assessment of needs, is recorded and reviewed regularly, and is time limited. Using the school's own data, there is a high level of exclusions within the school. Although the number of overall exclusions has reduced over recent years, the number of individual children being excluded has increased. Senior leaders, in partnership with the local authority, need to meet the needs of children more effectively to reduce exclusions further. This will provide individual children with increased opportunity to accelerate progress and attain better at school.

Overall quality of learners' achievements

- Children's achievements, in and out of school, are celebrated regularly through assemblies, class displays and school events. Children talk positively about their achievements and align these accurately to the school values and skills they are developing. As a result, children understand the purpose of developing skills and recognise and feel proud of their achievements.
- Most children contribute to the wider life of the school through participation in 'Andover Activities'. These include a range of lunchtime and extra-curricular clubs and activities. Children are increasing successfully their participation in healthy activities. This includes a range of clubs and activities such as netball, Zumba, football and volleyball. Senior leaders and staff have developed positive local partnerships with the church, a local business and 'Active Angus'. These partnerships are increasing pupil participation in community enterprise and sporting activities. This helps children, for example in the upper stages of school, to build useful skills for learning, life and work.
- Children at the upper stages of the school are given the important responsibility of being 'peer mediators'. They are effective in supporting other children throughout the school day, both outside and in the dining hall. Senior leaders should continue with plans to ensure that children across the school increasingly have opportunities to develop leadership skills. In doing so, they should track the progression of skills that children develop, and check that these are increasingly complex and deepen children's expertise. Staff support children to understand the

language of learning through discussions around meta skills. They should continue to help children articulate the attributes they are gaining through leadership roles.

Equity for all learners

- All staff have a clear understanding of the socio-economic circumstances of the children and their families. They consider the cost of the school day and have taken active steps to address this. For example, they provide a uniform swap shop at the Clocktower Café and hold the 'cosy coats' appeal in the winter months. Senior leaders support children and families by signposting them to support available and offer discreet interventions where required. This includes support to complete clothing grants, food vouchers and help towards costs such as the P7 residential trip.
- Senior leaders use Pupil Equity Funding (PEF) to enhance staffing and provide resources to support children who require support with their learning. They are not able to evidence how successful interventions have been in narrowing and closing the poverty-related attainment gap. Senior leaders, supported by staff, should strengthen approaches to gathering data to evidence the impact of PEF on targeted children. This should support senior leaders to demonstrate more clearly the impact of interventions and understand better the progress towards closing poverty related gaps and accelerating progress.

Context

The Rainbow Rooms, located within Andover Primary school, are supported classes for children with significant additional support needs in P1 to P7. The Rainbow Rooms are made up of three supported classrooms. All children have a range and complexity of additional support needs. Children from across the Brechin Cluster are placed in The Rainbow Rooms following an assessment of needs by Angus Council's Projection Panel.

The headteacher has overall responsibility for the Rainbow Rooms, supported by a full-time principal teacher. At the time of inspection, 31 children attended. Senior leaders group classes so that children learn alongside children with similar additional support needs. A few children access their mainstream class for almost all of the week. A few children spend time in their mainstream class at planned times across the week. Almost all children access opportunities to engage socially with peers in the mainstream classes as appropriate.

QI 2.3 Learning, teaching and assessment

- Staff are effective in developing meaningful and supportive relationships between themselves and children. This is helping children feel safe in school and motivated to engage in learning. Staff work well to develop children's ability to collaborate, share classroom spaces and resources in their learning. They plan learning experiences carefully to help children develop friendships. Staff ensure that children experience a calm and purposeful environment where they feel included and understood. Children accept guidance from staff and seek out support when they require it. As a result, almost all children are settled and participate purposefully in their learning.
- Almost all children, with the required support from adults, manage their emotions well. A few children display episodes of dysregulated behaviour as a result of their additional support needs. Staff have a strong understanding of each child's needs and intervene with timeous and sensitive support. This helps children to regulate and re-engage quickly in their learning. Staff use detailed ASN plans effectively. This helps staff to understand better children's individual needs and identify effective strategies that support children in their learning. Senior leaders should now review and streamline children's profiles to ensure they contain the most relevant information for all children.
- Staff use familiar visuals and predictable routines successfully to help children understand their learning. They use a range of core communication boards and core vocabulary symbols purposefully to model and support communication across learning and play activities. A few staff use familiar characters well to support children understand their emotions. Staff should continue to develop approaches to communication with children who express their communication using gestures, vocalisation and actions. This will help children feel increasingly understood.
- Teachers reinforce positive social behaviours in learning, such as looking, listening, and sitting using familiar symbols, which sets clear expectations. As a result, most children engage well with routines and make choices in their learning linked to their preferences. For most children, learning tasks and activities are meaningful, enjoyable, and well-matched to their needs. A few children would benefit from more challenging activities to accelerate their progress further.
- With support, a few children use digital tools to enhance their learning experiences with increasing independence. This includes children accessing numeracy and literacy games using

quick response codes successfully. Teachers and support staff use a range of strategies skilfully, such as modelling, scaffolding, chunking tasks and questioning. This is helping most children to sustain their focus in learning and promote a deeper level of engagement. In most lessons, teachers offer well-timed communication interactions, feedback and praise, which children enjoy. This helps them to recognise when they have been successful.

- Teachers use a limited number of relevant assessments, professional judgements and learning observations to evaluate how well children are progressing in their learning. Senior leaders should now support teachers to develop further their approaches to assessment. In particular, they should focus on assessing children's progress at foundational milestone, and milestone levels. This will support teachers to plan children's learning more consistency and build accurately on prior learning.
- Teachers have recently moderated their forward plans which is improving their shared approach to planning learning. This includes introducing new topic plans that provide children with a range of engaging activities and tasks. Senior leaders and teachers should continue to develop a consistent approach to planning learning for children at foundational milestone, and milestone levels. They should ensure planning focuses on skills for learning and life.
- All children have relevant IEPs. These reflect well how staff plan to reduce children's barriers to learning as a result of their additional support needs. Senior leaders and staff should now develop targets within these programmes so that they are measurable, outcome-focused and clear on how skills will be taught. This will help staff track, monitor and evaluate better the incremental steps children make in learning.

QI 3.2 Raising attainment and achievement

- Taking account of individual learner profiles, most children make good progress in literacy, communication and numeracy from prior levels of learning. A few children should be challenged further to accelerate their progress across these areas.
- Over time, most children achieve the targets set within their IEPs successfully. Frequently, these targets focus on reducing the barriers to learning. Positively, a few children have made strong progress resulting in them accessing mainstream classes for almost all of the week. Senior leaders and teachers, as a next step, need to maximise attainment and achievement across all areas of children's learning and wellbeing.
- Most children's attendance is in line with, or above the national average for the ASN sector. A few children are well below the average attendance levels, as a result of holidays and health needs. Senior leaders should continue to monitor the attendance of children and where possible, promote positive patterns of attendance for all.
- Currently, whole school tracking approach is not yet sensitive enough to capture fully the small steps in progress children in the Rainbow Rooms are making in learning. The local authority has recently introduced a new tracking system for the Rainbow Rooms. The new tracker has the potential to support staff to gather more robust and accurate data that will show more clearly the progress all children are making over time.
- Most children benefit from accessing a range of experiences that increase their participation and inclusion. They develop well their skills to play with peers in the school and Rainbow Rooms and enjoy working with a small range of partners. For example, children like taking part in riding, music therapy, swimming, community football and shared reading sessions in the local library. These experiences help to develop children's life skills and social communication

skills. As a result, most children are increasingly confident in working within larger groups, including interacting with others out with the school. They contribute effectively in a relevant and meaningful way. Senior leaders and staff should continue to develop how they track and monitor the skills children are developing through participating in these important activities. They should help children understand better how these experiences support them to develop skills for life and help them to build on their success.

- Senior leaders and staff have a detailed understanding of the additional support needs and the socio-economic context of all children, including care experienced learners. Staff work well to engage and assist families by offering support and signposting to relevant partners. These partners offer tailored support, such as, exploring and improving approaches to eating and sleep patterns. As a result, most parents feel staff support their child's and family's needs well. Senior leaders and staff work effectively so that children can take part in meaningful opportunities and activities that would not normally be accessible to them. Senior leaders should work with staff to evaluate the impact of these opportunities and how well they accelerate children's progress.

Other relevant evidence

- Senior leaders, supported by the local authority, should ensure that any children on part-time timetables have their entitlement to a full educational offer and have their needs sufficiently well met.
- In the Rainbow Rooms and school, senior leaders recognise that the Foundational Milestones and Milestone curriculum needs to be developed further and include more detailed progression pathways. They should now progress improving the curriculum and ensure that all children progressively develop their knowledge and skills across their curriculum.
- Children are receiving two hours of planned and progressive learning in physical education.
- Staff, the church minister and members of the church support children to receive their entitlement to religious observance.
- Senior leaders should seek ways to involve parents further in the use of and the intended outcomes of PEF for children.
- Senior leaders and teachers should continue to develop ways to embed the 1+2 approach to languages into daily routines and lessons.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

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.