

Summarised inspection findings

West Mains School

South Lanarkshire Council

26 May 2026

Key contextual information

West Mains School is a non-denominational school for primary-aged children with significant additional support needs. It is situated in East Kilbride, South Lanarkshire. The school shares a two-story building with Halfmerke Primary School. Children are referred to West Mains School from across East Kilbride and the surrounding areas. There are 62 children attending the school, across eight classes. The headteacher has been in post for nine years. She is supported by a deputy headteacher and a 0.6 full time equivalent principal teacher. There have been significant staff absences over the past year and in particular within the current academic session. This has resulted in staffing changes within the wider team.

The school is arranged in both class groups and in a more free-flowing section, known as the Hive. The Hive is situated on the first floor of the school building. In the Hive, children access a sensory-informed and flexible learning environment. The Hive is a new initiative, which remains subject to evaluation.

1.3 Leadership of change	satisfactory
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	

- Across the school, staff share a very caring ethos and have strong values which guide their nurturing practice. The headteacher and senior leadership team lead the school in a compassionate, considerate and child-led way. This is reflected by the staff team, who are committed to ensuring a positive experience for all children in their care.
- In recent years, the referral criteria for attendance at the school has changed significantly. Previously, the school worked solely with children with language and communication difficulties. It now serves children with a much more diverse range of complex needs and educational requirements. In response, senior leaders have refreshed their vision for certain parts of the school to reflect this shifting profile. They aimed to respond better to children's more complex sensory, regulatory and learning needs with an environment and approach tailored specifically to them. As a result, they developed the Hive so that children at the earliest developmental stages could benefit from a sensory-led, schematic and relational learning environment.
- Senior leaders identify priorities for change through ongoing consultation with staff and by responding closely to the evolving needs of children attending the school. Over time, learners have presented with increasingly complex challenges in engagement, regulation and communication. Senior leaders recognise that this has implications for how learning is organised across the school. They understand the growing need for staff to adapt their

practice accordingly. This includes responding to children's health and hygiene needs, varied learning abilities and any episodes of dysregulation. Senior leaders ensure they have regular professional dialogue with teachers, including termly reviews of children's progress, to help staff make ongoing adjustments to learning pathways.

- Senior leaders use self-evaluation evidence, including observations, professional dialogue and analysis of children's needs to identify and agree improvement priorities. The two main priorities identified were to develop a sensory-led learning environment and to raise attainment in expressive arts and religious and moral education. These priorities reflected the school's understanding of emerging challenges. The rationale for introducing the sensory-led environment was sound and based on evidence. However, it has not yet delivered its intended impact in enhancing wellbeing or supporting children to make sustained progress. Senior leaders now need to review the effectiveness of this approach and evaluate why the anticipated improvements have not been realised. They should also ensure future planning for change is more strongly grounded in what is working well for children. This review will need to take full account of the constraints that have limited the intended impact to date. This includes the current staffing model and the structural layout of the building. Both factors have made it challenging to implement and sustain a consistently effective sensory-led learning environment. This is particularly evident within the Hive free-flowing area where visibility, staffing capacity and supervision remain key constraints.
- While staff support for the flexible learning arrangements is strong, senior leaders now need to consult more closely with parents and the local authority when reviewing the arrangements for the Hive. They should respond promptly to queries and concerns about the new vision for this part of the school and consider carefully the impact on all children. Senior leaders have correctly identified that the current layout is not compatible with a free-flowing environment. For example, the structural layout of the open area includes nooks and in-shots where children can sit or hide, outside the visibility of staff. Senior leaders need to review how they use this space to ensure that children are always in staff's sight. They need to prioritise this work to ensure all children's needs are met well.
- The headteacher and depute headteacher are well-respected within the school community. They offer valuable support to staff and families. The majority of parents agree that the school supports their children well. However, a minority of stakeholders, including parents and staff raise concerns about fluctuations in staffing during the current academic session. They raise valid concerns about the impact this has had on the quality of learning. Senior leaders should now work with the local authority to support a consistent approach to staffing, particularly during this period of change within the school. A minority of parents also raise concerns about the quality and timeliness of communication in response to any issues they raise with the school. Senior leaders should take forward plans to implement a more consistent approach to communication with parents. This should include clarity about what parents can expect with regards to information about children's progress.
- Staff across the school are increasing their understanding of the changing needs of children referred to the school. The majority of teachers undertake further study, often at post-graduate level, to enhance their professional practice and leadership within the classroom. Staff are increasing their expertise in areas such as augmentative and alternative communication (AAC), digital technology, inclusive education and school leadership. The headteacher is highly supportive of teachers taking on school improvement initiatives. She

leads training at local authority level and encourages staff to link with other schools to participate in peer review.

- The changing needs of the children remains a key challenge for most staff within the school. Senior leaders should ensure that more staff have the opportunity to see comparable practice in other schools. This should support staff's understanding of what effective learning and teaching looks like, demonstrated by staff in other schools who work with children with similar needs. In turn, it should also support staff to implement improvements to meet children's learning needs more effectively.
- Staff working in educational support roles have a clear understanding of children's physical support needs and are dedicated to enhancing children's experiences. They are skilled at supporting children's social, emotional and personal care needs. Most support staff feel valued and believe that senior leaders support them very well. They make important suggestions for improvement which senior leaders act upon where possible. They have access to a wide range of training, however they are limited in the time they have to undertake further professional learning to enhance their practice. Senior leaders should continue to support the professional development of this group in order that they can provide the most effective support possible.
- Children enjoy expressing their view on how aspects of the school budget should be used. Senior leaders value these contributions and have made positive changes to school activities as a result. For example, children now access more school trips both within and beyond their local community. Senior leaders involve parents in participatory budgeting and in decision-making about pupil equity fund (PEF) spending. Working with the co-located school, children and families have chosen resources for the playground. Senior leaders and staff should continue to work with parents and children to help them make meaningful improvements in the school.
- Children undertake leadership roles such as digital champions and ambassador roles such as members of the pupil council. There are a number of groups where children become involved in decision making. Almost all children have complex needs which impacts their ability to communicate clearly. Staff support the majority of children well to express themselves, which is helping children to represent themselves in decision making.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Across the school, a positive, calm and welcoming ethos underpins children's motivation to learn. Staff create warm, respectful relationships with children, which contributes to a supportive environment where most pupils feel safe, valued and understood. Staff work hard to reduce barriers to engagement by prioritising communication, regulation and routines. Teachers provide daily structures that are predictable and supported well through visuals and the use of interactive whiteboards to strengthen learning and total communication approaches. Staff have devised a curriculum with the flexibility to support children to build confidence and independence through outdoor learning, life-skills activities and community experiences. These features help most children engage meaningfully in learning activities. Despite strong relational and communication supports, a minority of children continue to experience difficulty sustaining engagement. They require more targeted approaches, particularly during transition, to promote more consistent participation.
- To strengthen learning and engagement further, staff should broaden the ways in which children are involved in understanding and shaping their learning. Staff should take more account of children's individual barriers to learning. Staff offer children choices of topics, and they adjust expectations of what children can do based on their readiness to participate in activities. Children should have more chances to help plan their learning, help decide what success looks like, and use simple ways to check how well they are doing. This should help staff achieve a better balance between supporting regulation and ensuring appropriate challenge during learning activities. In turn, this should help sustain children's engagement and accelerate their progress.
- In the Hive, the majority of children engage well through individualised programmes, intensive interaction and interest-led tasks. However, at points throughout the day, a minority of children become disengaged from their learning. A minority of children across the school struggle to engage and require more targeted support to participate effectively in their learning. Staff should further embed sensory profiling, sensory integration and regulation teaching, including how this informs planning, grouping and transitions. This will enhance children's readiness to learn and support them to regulate more independently. Staff should find ways to support children to manage transitions more effectively, and engage in a wider range of structured learning opportunities.
- Staff use play-based and sensory-rich approaches which support early learning, communication and regulation. Most staff provide appropriate processing time and use a range of communication supports effectively. They are increasingly drawing on structured

pathways and sensory-informed learning routines to support children's readiness to engage. Learning and teaching approaches are at different stages of development across the school, resulting in variability in the quality of children's learning experiences. Teachers deliver the majority of activities to whole-class groups without sufficient differentiation. This results in a minority of children not experiencing appropriate pace or challenge. Teachers now need to consistently adapt tasks, resources and expectations to meet the varied needs of children within each class. Strengthening use of learning intentions, success criteria and differentiation will support greater clarity for children and help staff better measure progress.

- Staff support children well to communicate and make choices using their preferred communication methods. All staff have participated in professional learning that has strengthened the school's total communication approach. They use signing, symbols and visual supports consistently across the school, helping children communicate more confidently. Staff should continue to embed the use of AAC and digital communication tools to enhance further communication opportunities. They should also continue developing the school's communication pathway. This should ensure clear, progressive next steps aligned with children's progress in their learning and engagement in areas across the curriculum.
- Staff support assessment in literacy and numeracy by using a combination of summative information and ongoing teacher observations. In other curricular areas, staff draw on formative assessment, particularly within interdisciplinary learning. However, staff are not yet using approaches to assessment consistently to inform planning or identify key next steps. Teachers should adopt a more balanced approach to assessment. They should ensure that evidence is gathered and tracked systematically and triangulated through observations, dialogue and examples of work.
- Teachers have established moderation activities in literacy and numeracy and across a few other areas of the curriculum. However, they do not yet extend across all curricular areas. Teachers undertake moderation activities in trios within the school. They have begun to make connections with other schools in the local community to strengthen their understanding of national standards. This is not yet sufficiently embedded to help ensure consistency of teachers' judgements across the curriculum. Senior leaders plan to strengthen relationships and collaborative moderation with other special schools to enhance further the quality and depth of moderation activity. This should support teachers to develop shared standards and make reliable, consistent professional judgements.
- Senior leaders should now work with staff to develop clear progression pathways across all curricular areas, ensuring planned learning builds systematically over time. There is currently a whole-school planning, tracking and monitoring cycle. This should be strengthened by senior leaders and staff engaging in more regular professional dialogue about children's progress. They should also use this time to identify barriers to learning and plan targeted interventions.
- A minority of children display episodes of dysregulated and unsafe behaviour that frequently disrupt learning and, on occasion, the calm atmosphere in the school. Staff generally observe children well, respond in good time, and intervene appropriately to help them re-engage or move safely to alternative spaces. However, in a few instances, staff do not have sight of children or did not intervene early enough. To improve consistency, staff now need to apply individualised support plans more reliably across the school. They should ensure these plans

detail proactive strategies that help children re-engage with learning while minimising disruption to the experiences of their peers.

2.2 Curriculum: Learning pathways

- Teachers plan learning pathways across most curriculum areas with a strong emphasis on sensory regulation, communication, and wellbeing, reflecting the needs of children at West Mains. Senior leaders designed the curriculum to be flexible, developmentally appropriate, and responsive to children's sensory profiles, with increasing focus on schematic learning within interdisciplinary themes. Staff now need to build on the positive flexibility of the curriculum. They should ensure clearer progression and breadth across all curricular areas, in line with national expectations.
- Senior leaders and staff are developing a zoned approach in the Hive, including Discovery, Creative, Social and Motor Skills zones. This approach shows early promise in supporting children's regulation, engagement and access to Curriculum for Excellence (CfE) milestones. Senior leaders should now ensure that teachers plan and evaluate progression pathways across these zones consistently, so that all children experience appropriate challenge over time.
- Senior leaders and teachers centre termly professional dialogue and evaluations around class planning. This enables them to reflect on children's progress, respond to emerging needs and maintain a clear focus on individualised pathways.
- The majority of children are beginning to develop early skills for learning, life and work. Staff provide opportunities such as outdoor learning and life-skills activities within the Social Zone. Staff use community-based experiences to support the majority of children to build confidence and independence. Staff should now work collaboratively to embed skills development more explicitly across all curriculum areas. This will help children recognise their achievements and understand more clearly the skills they are developing over time, such as communication, problem-solving, self-regulation and early decision-making.
- Senior leaders and staff should consider further how learning spaces across the school are used. They should ensure that children are consistently supported, monitored and tracked as they move between zones and learning contexts. They should aim to strengthen parents' and carers' understanding of learning pathways, explaining how they are planned, reviewed and adapted. This should help families engage more confidently in supporting their child's progress.
- Children are not currently accessing their entitlement to 1+2 languages. Senior leaders and staff should design a languages policy that is appropriately adapted to the complex and highly individualised learning profiles within the school.
- All children engage in physical activity throughout the week, and the majority have access to quality physical education (PE) programmes. However, children do not yet receive their entitlement to two hours of PE. Religious and moral education is planned and delivered effectively.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders ensure that opportunities exist for parents to engage with school improvement updates and discussions. For example, parents contributed to recent decisions through questionnaires and consultations, which informed how portions of the school budget were used. This has resulted in senior leaders investing in a range of play equipment for children's break times making physical play more accessible to them. Senior leaders should continue to build on this work and encourage wider parental participation in future decisions.
- The majority of parents receive useful information about their child's experiences at school. This helps them understand and build upon their child's learning at home. In this academic session senior leaders have correctly identified that there is a need to improve communication with parents once more. Senior leaders should continue to focus upon how information is shared with parents in regard to their child's learning experiences in school.
- The Parent Council has established a positive working relationship with senior leaders. They are consulted in improvement planning and how the school use PEF. They collaborate effectively to organise relevant events for other parents. For example, family fun days, advice on speech and language approaches and the use of signing to support children's communication.

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

weak

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

- Overall, there is a climate of respect within the school. The headteacher has implemented policies and practices that reflect an inclusive approach with the children at the centre of decision making. Staff undertake professional learning about nurturing approaches and apply this to their practice.
- Most children have complex communication and language differences, often related to autism and demand avoidant profiles. At times, their needs can lead to dysregulated behaviour, which may also be disruptive. A minority of children are pre-intentional, pre-verbal communicators with significant and complex barriers to their learning. Almost all staff in the school understand well that children's behaviour directly relates to what they are trying to communicate.
- Senior leaders are beginning to view managing the risk associated with dysregulated behaviour as a critical aspect of their work. They are making proactive plans for this, taking a positive, child-centred approach. However, these plans are not yet having the necessary impact for a minority of children. Incidents continue to occur without consistent, effective strategies to prevent or reduce them. Senior leaders record these incidents and inform parents following any harm caused. They should now adopt approaches to decrease the interactions which are having a negative impact on children's wellbeing.
- Across the school, for most of the time, the majority of children experience a learning environment that is conducive to their wellbeing. They are supported by staff whose priority is children's care. Staff have designed recent changes within the school to enhance children's wellbeing. However, the resources available to implement and sustain these developments do not always match what is required to maintain the positive intent of the initiative. The free-flowing arrangement necessitates increased supervision across all areas, yet visibility is limited in several areas. A minority of children struggle to cope with this less structured environment. These children have significant personal support needs that could be better met in a space with clearer boundaries and greater visibility. A classroom setting may offer the defined structure and supervision they require to enhance their learning and wellbeing. As such, staff should try to reduce the amount of time that children are not engaged in purposeful activities within central open spaces.
- The majority of children experience periods of dysregulation directly related to their additional support needs. Current approaches are effective for most children, most of the time. However, when several children become dysregulated simultaneously, staff capacity is stretched, reducing the consistency with which planned supports can be implemented reliably. This is

particularly evident during transitions, when high supervision levels are required to move children safely across the school. This includes using the stairs from the upper level to the lower level for accessing the playground and gym hall. During these times, incidents can result in staff needing to support too many dysregulated children at once. As a result, there are important weaknesses in supervision levels at crucial points in the school day. Despite this predictability, there are often too few staff to supervise all children effectively.

- The majority of younger children require support with personal hygiene, including toileting. Children frequently require access to changing facilities but often have to wait because these are occupied. Senior leaders and the local authority should prioritise identifying sustainable solutions to this issue.
- All children have additional support plans (ASPs) that detail their social communication requirements and their emotional regulation needs. Senior leaders and staff should consider how best to update these plans more regularly and in conjunction with children and their families. A few parents are not clear about the content of children's plans. A few plans do not outline communication approaches sufficiently well and require more clarity around children's communication preferences and support. Staff should consider how to analyse the evidence gathered in children's additional support plans. This will help them show more clearly the small steps of progress that children make over time.
- Staff work well with the local authority speech and language service. A few children have direct access to a therapist one day per week. Staff are developing their practice effectively, based on the approaches modelled by the therapist in the classroom. There is a high demand for this support, and parents often request direct access for their children. Senior leaders should work with the service to ensure parents understand the criteria for accessing therapy and are clear about why individual requests may not be agreed.
- Senior leaders and staff are committed to upholding the rights of children within their care. They have developed a range of pictorial resources that help children understand important aspects of school life. For example, a few children engage well with the pupil-friendly school improvement plan poster, which reinforces the message of 'learning together to be the best'. Teachers have adapted pictorial materials to help children understand their own rights and the rights of others through the school's 'rights of the month' focus. Children perform the role of rights ambassadors and contribute effectively by helping to create materials and by supporting other children to understand them. The majority of children understand the concepts of helping others, being safe, knowing how to get better and telling an adult when they feel unsafe. The majority of children with little or no speech communicate their needs, and adults interpret and respond to them well.
- Junior Road Safety Officers are learning to keep themselves safe on roads and on pavements near the school. They are helping to spread the word to other children about how to increase their own safety.
- Senior leaders and staff demonstrate a strong commitment to inclusion and equity, striving for children's rights to remain central to their work. Senior leaders understand and fulfil their statutory duties, applying these responsibly within the complex nature of the school community. As the profile of learners and the expectations of families evolve, senior leaders should continue to strengthen communication. This will help ensure that parents are

consistently informed and fully understand how the school is meeting statutory requirements and supporting inclusion.

3.2 Raising attainment and achievement

satisfactory

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

- All children have a range and complexity of additional support needs. Almost all children require targeted support to help them achieve their best and to develop greater independence as learners. The majority of children working within foundation milestones make appropriate small steps of progress across literacy and numeracy. The majority of children working at CfE levels make satisfactory progress and a few make good progress in literacy and numeracy. A minority of children are capable of making improved progress in literacy and numeracy. Overall, children make better progress in literacy than numeracy.

Attainment in literacy and English

- When considering the range and complexity of additional support needs, children's attainment in literacy and English at CfE levels is satisfactory. A minority of children make good progress improving their listening and talking skills. A minority of children could be supported to accelerate their progress further and achieve more across all areas of literacy and English. These children would benefit from accessing progressive learning that is matched better to their own attainment level.
- At foundation milestones, the majority of children make good progress with developing their communication skills. They use their skills increasingly well to interact independently with adults and peers. A few children make limited progress with developing their communication skills. These children require adaptations to their communication approaches to support them to communicate more fully.

Listening and talking

- Across foundation milestones, milestones and CfE levels, most children are developing well their communication skills. Appropriate to their level, children give fleeting responses and short attention to a range of objects and stimuli. Children identify and name correctly the names of objects on pictures. Across all levels children use words, expression, visual cues, symbols and signs with confidence to communicate with peers and staff. The majority of children use their preferred communication approaches effectively when turn-taking or when using simple expressive language. They are receptive to other's communication including understanding words, increasingly complex sentences and processing information in learning tasks. A few learners are at the early stages of developing and using their AAC skills. A few children need further access to AAC approaches to continue to develop their talking skills as best they can.

Reading

- Across foundation milestones, milestones and CfE levels, the majority of children engage well with stories when being read to for enjoyment. They show an interest and focus well on what is being read to them. A few children at CfE levels are reading, with increasing independence, words or stories that they are interested in. These children use well their skills of decoding to read less familiar words within worksheets or other learning activities. They are describing well what they have read and their understanding of the text. A few children would benefit from additional opportunities to strengthen their reading skills and deepen their understanding of texts, including comprehension.

Writing

- The majority of children working at foundation milestone interact with sensory materials and resources. At milestones, most children improve their control of mark making objects and are developing well their fine motor skills. They are expressing themselves well through forming letters to make words and create simple sentences. Across CfE levels staff should continue to explore ways for children to develop further their application of writing for real-life contexts. They should help children to use digital technologies to translate their ideas into extended pieces of writing, where appropriate to do so.

Attainment in numeracy and mathematics

- When considering the range and complexity of additional support needs, most children's attainment in numeracy and mathematics is satisfactory. A few children make good progress. Children make the most positive progress in developing their understanding and use of number processes. A minority of children could be supported to accelerate their progress further and achieve more.

Number, money and measure

- At foundation milestone and milestone levels, most children are raising their awareness of number through sensory or play-based experiences well. Most children at CfE levels are developing well their understanding of number and number processes. They count forward and backwards as appropriate to their level. Children at first and second level complete calculations accurately using the four operations. They use scales accurately to measure and weigh ingredients for cooking. Staff now need to ensure children's learning is at the correct level and builds upon prior learning across number, money and measure.

Shape, position and movement

- The majority of children are increasing their awareness about the properties of two-dimensional shapes and three-dimensional objects through song and play. For basic shapes, such as squares, rectangles and triangles, children identify correctly the number of sides through counting. However, there is a need for teachers to ensure that children's knowledge of shape builds progressively on their prior learning.

Information handling

- Most children sort items correctly in line with their levels and additional support needs. They are able to organise objects and information appropriately. Appropriate to their level, children need to develop further their understanding of how to display and record information. Children should be learning more about the purpose and use of graphs, charts, tally marks and other relevant approaches.

Attainment over time

- Almost all children make progress over time. However, the school lacks reliable data beyond literacy and numeracy to demonstrate the quality of children's progress across the curriculum. Tracking systems do not yet capture small-step progress consistently. Senior leaders should review their systems to ensure children's progress is evaluated accurately across all areas of the curriculum. This will help staff identify where they need to support children to improve.
- All children have an ASP in place. Senior leaders and staff match well the desired outcomes to assessment information. Senior leaders and staff are not yet using ASPs to check systematically that all children are making progress towards their targets over time. Overall, the majority of children develop language or communication strategies that helps them develop independence when learning. As a next step, senior leaders should consider ways to support staff to write measurable targets that focus more closely on skills children will develop over time. This will support more reliable evaluation of progress.
- Since 2020, the average attendance rate at the school has decreased from 95% to 89.5%. Senior leaders track attendance carefully and understand the reasons for low attendance. They meet with parents to discuss concerns and send letters home outlining current attendance levels and offering support. These approaches are improving attendance for a few targeted children. A few children with very low attendance at previous placements have made significant improvements since joining the school. Children respond well to the routines and relationships in place. Most children who have attended the school for a longer period also maintain positive attendance. However, a few children would benefit from further support to help them attend school more consistently. Senior leaders should now evaluate the impact of current interventions so they can identify which approaches are most effective for individual children and strengthen support where needed.

Overall quality of learners' achievements

- The majority of children are developing well their motivation to participate and engage in the life of the school. Children are responsible and contribute well when taking on leadership roles. For example, children who are digital leaders help other children 'have a go' at using technologies and support them to develop their confidence. School captains spend time with younger children to help promote positive relationships across the school. The majority of children are increasing their independence in learning, and communicating well in different contexts and with a growing range of adults.
- The majority of children develop an appropriate range of skills through participating in a number of activities during the school day. For example, they develop well their confidence to access the playground, share equipment, socialise, learn and play alongside other children. A few children would benefit from staff considering ways to help them progress from isolated activities to working in pairs or small groups. This will help these children develop important skills of cooperation, regulation, resilience and awareness of community, as appropriate to their needs. Senior leaders should now develop further their approaches to monitoring and tracking the skills children develop progressively. They should consider how well children develop their skills within and outwith school.

Equity for all learners

- Senior leaders and staff are fully aware of the inequity that children and their families face as a result of their additional support needs. They have considered appropriate approaches to increase children's participation in activities that they otherwise may not have the chance to participate in. This includes children being supported well to access community spaces, shops and cinemas. Senior leaders and staff ensure that the cost of school activities is not a barrier to participation.
- Children's attainment is not yet targeted using PEF. In recent years, the intended impact of PEF spending has been limited by staff absence and the need to provide class cover. This has reduced capacity for staff to lead planned PEF interventions. Senior leaders should now work with the local authority to ensure PEF is used as intended. This includes reviewing staffing arrangements so that PEF-funded staff can deliver planned initiatives rather than support core staffing. Once this is addressed, senior leaders should establish clear approaches to measuring the impact of PEF. This will help them identify intended outcomes and evaluate how well PEF is reducing poverty-related attainment gaps.

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 His Majesty's Chief Inspector of Education in Scotland.