

Summarised inspection findings

Glencairn Primary School

North Lanarkshire Council

17 June 2025

Key contextual information

Glencairn Primary School is located in Motherwell, North Lanarkshire. The current roll is 345 children organised across 15 mainstream classes. The school also has a nursery class and specialist provision for Deaf children from across the local authority. The nursery roll is 81 and 12 children access the specialist provision.

The senior leadership team changed at the start of this session in response to a staffing review at local authority level. It now comprises of a headteacher, two deputy headteachers and a principal teacher. The headteacher has been in post for six years.

At the time of the inspection, a minority of the teaching staff were supply teachers, temporary teachers or teachers from the local cluster resource. The local authority has provided 4.5 full time equivalent additional staffing from the cluster to support the school.

Across the school, 39% of children reside in decile 1 or 2 of the Social Index of Multiple Deprivation. A few children have English as an additional language. A minority of children require additional support with aspects of their learning or wellbeing.

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	

- The school has a welcoming ethos and almost all children are keen to talk with visitors about their experiences. Senior leaders refreshed the vision, values and aims of the school and nursery class in 2024. This is helping to promote a stronger sense of community. Staff support children’s understanding of the values during assemblies and they are displayed prominently in all classes and around the school. Most older children understand the values of teamwork, inclusion, kindness and respect, and explain what they mean. They relate the values to aspects of their own lives at home and at school. Almost all teachers and support staff report that the school values underpin their work. They demonstrate the values in their interactions with children and each other.
- Senior leaders demonstrate high levels of commitment to maintaining continuity of children’s learning. They regularly take on teaching commitments due to staff absence. They also allocate significant time to supporting children who display dysregulated behaviour. This is impacting on their opportunities to work together to build their new team and strategically lead change and improvement. The headteacher has benefitted from ongoing support from the local authority to lead the school at this time.
- Senior leaders develop and follow a comprehensive quality assurance calendar. It includes activities such as observing lessons, reviewing planning, sampling children’s work and tracking attainment and progress. Senior leaders provide written feedback to individual staff following observations of learning. They also create a helpful summary of collective strengths and areas

for development which is shared with all staff to support improvement. Moving forward, senior leaders should ensure that observations focus on specific areas for improvement. This includes raising attainment and improving learning and teaching across the school. Senior leaders need to revisit these areas in subsequent observations. This will help them to ascertain progress more clearly and identify the most appropriate next steps.

- Most teachers, and a majority of support staff, feel that they are involved in evaluating the work of the school. Senior leaders and colleagues use staff meetings and questionnaires to gather views on the school's strengths and areas for development. They use this information to identify areas for improvement and inform action planning. Senior leaders should now review more rigorously all of the evaluative evidence that has been gathered through quality assurance activities. They need to analyse this alongside a wider range of data. This will help them to ensure that time and resources are directed more appropriately to meet the most important improvement needs within the school.
- A majority of children report that their views are listened to and most parents feel comfortable to make suggestions, share ideas or offer opinions. A minority of children and parents do not know if the school takes their views into account. Senior leaders should take steps to ensure that they inform the wider school community about the extent to which their feedback has influenced school improvement.
- Senior leaders align successfully teachers' working time agreement with the improvement plan. This ensures that there are sufficient opportunities for teachers to work together to take forward areas for improvement. Senior leaders identify appropriate professional learning for staff which helps to underpin their understanding and develop further their knowledge and skills in related areas. Staff evaluate the progress of the improvement plan at regular intervals across the year and identify what is working well and where progress has been limited. They now need to ensure that these evaluations include a wider range of qualitative and quantitative data to support their commentary. This will help them to identify and address more effectively the core needs of the school.
- Teachers who currently hold leadership roles make positive contributions in areas such as improving the use of digital technology, developing a skills framework and promoting children's rights. In addition, teachers also use their skills to support the professional development of colleagues and lead extra-curricular clubs and committees for children. Senior leaders have identified correctly that they now need to facilitate opportunities for more teachers and support staff to take on leadership roles across the curriculum. This will help to build on a positive foundation and increase leadership capacity across the school.
- Children recognise the value of their leadership responsibilities and are proud of the contribution they make to improving their school. Pupil leadership groups focus on issues such as sustainability and co-ordinate charitable initiatives. The groups have detailed action plans and children are clear about their targets. Each group is supported well by staff and children have regular opportunities to meet and discuss their progress and next steps. Senior leaders should now extend these opportunities to include more children and align pupil leadership roles more closely to school improvement priorities. This will help to increase pupil voice and ensure that more children influence and action school improvement, including in areas related specifically to learning and teaching.

- The Parent Council meets regularly and the headteacher provides them with comprehensive updates on the work of the school. They are actively involved in fundraising and have initiated new ways to communicate with the general parent forum. The Parent Council shares the purpose of the group with parents and encourages new members to join. Moving forward, it is important that the Parent Council is more involved in consultation and decision making related to school improvement.
- Senior leaders consult with staff about the focus for Pupil Equity Funding (PEF). They create a detailed plan and complete evaluations of progress at regular intervals. This session, they have used their additional funding primarily to reduce class sizes. This has had a positive impact on behaviour and engagement in a few classes. Senior leaders now need to identify correctly the interventions that will have the greatest impact on children who are impacted by their socio-economic circumstances. They need to evidence more clearly the extent to which PEF is reducing the poverty related attainment gap. The headteacher shares the proposed use of PEF with the Parent Council and keeps them updated on progress. Moving forward, the headteacher should ensure that there is wider consultation with parents and children about how PEF will be used.

2.3 Learning, teaching and assessment

weak

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 headteacher and staff have worked to create a warm and caring ethos across the school. Positive, supportive relationships are evident between most adults and children and between most children and their peers. All children have contributed to the creation of their class charters which display expected behaviours in each class. The majority of children behave well and are proud of their school. There are a minority of children who regularly display dysregulated or unsettled behaviour. This is having a negative impact on learning across the school.
- As identified in the improvement plan, all teachers have reviewed and improved the learning environments. This is beginning to impact positively in the development of calmer and more supportive classrooms. Wall displays in most classrooms guide children to information to support their routines and learning. Teachers provide 'calm areas' in all classes as a helpful resource for those children who require support to regulate their behaviour.
- Senior leaders and staff identified the need to develop a more consistent approach to learning and teaching. They worked together to develop an agreed whole school learning, teaching and assessment policy to help to address this need. However, this policy has not yet been implemented by all staff. The quality of teaching across the school is highly variable.
- A majority of children are engaged and motivated to learn. In most classes, the pace of learning is too slow and lessons are overly teacher-led. This results in children disengaging from their tasks and disrupting learning. In a minority of lessons, teachers differentiate learning appropriately. To help all children make the best possible progress teachers should ensure that all children in their class experience high quality tasks and appropriate challenge in their learning. Senior leaders should work with staff to ensure children's learning needs are better met.
- Teachers' explanations are clear in the majority of lessons, ensuring children understand their tasks. They make the purpose of the learning relevant to the children to support their understanding. In a majority of lessons teachers share the intended learning with children and talk about how they can be successful. To improve children's engagement staff should now work together to develop approaches to co-creating steps to success with children within lessons.
- In a minority of lessons teachers support children to make links to prior learning. In a minority of lessons, children have appropriate opportunities for personalisation and choice. Staff should develop learning and teaching approaches to offer children greater ownership of learning and improve children's motivation to learn.

- Teachers use effective questioning in a minority of lessons to extend and deepen learning. In a few lessons, children have opportunities for self and peer assessment. This is not always supported or acted upon effectively. Recent staff development activities focused on areas of improving learning and teaching. Senior leaders and staff have identified correctly the need to develop further their skills and confidence in effective questioning.
- Almost all teachers use interactive boards well to display intended learning and present information. In the minority of lessons teachers use digital technology to support or extend learning for individuals or groups of children. Teachers should now ensure that children have increased opportunities for using digital technology in learning across the curriculum.
- Children do not experience high-quality play and learning in the early years classes. Staff should engage with national and local guidance to support improvement. Teachers should develop a shared understanding of play and ensure all children access developmentally appropriate experiences and activities.
- All teachers use a range of assessments, including summative and standardised assessments, throughout the year. They use diagnostic assessments to measure children's progress in literacy and numeracy at regular planned times across the year. Senior leaders and staff now need to ensure that they analyse this information more rigorously. They should ensure that all information gathered informs tracking and progress discussions. This includes planning for interventions, appropriate challenge and a focus on reaching accurate evaluations of pupil progress.
- All teachers use a newly developed whole-school online planning system which covers all curricular areas using a range of planners and pathways. They should work together to plan more effectively for differentiated learning and in planning appropriate next steps for children. Staff should also improve approaches to planning learning, teaching and assessment for children who are working towards individual targets.
- Teachers evaluate blocks of learning and teaching on a termly basis. They now need to work together to ensure these evaluations are based on assessment information which they have analysed effectively.
- All teachers plan with colleagues and this provides opportunities to discuss pupil progress and learning. A minority of teachers identify that moderation activities help them make sound professional judgements about pupil progress. Senior leaders and teachers need to ensure that there are regular, planned opportunities for moderation within and beyond the school. Staff need to continue to build on their developing confidence and skill in making professional judgements about children's attainment in relation to national standards. They should continue to develop their knowledge of using national Benchmarks.
- Teachers meet with senior leaders to discuss children's progress each term. These meetings now need to have a sharper focus on raising attainment and identifying appropriate actions for all staff. This includes improved monitoring of concerns about attendance.
- The school is at the early stages of implementing a newly created tracking system which will track attainment in literacy and numeracy over time. Teachers are not yet able to use the data to identify trends and gaps. This is impacting on their ability to plan for effective targeted interventions to raise attainment.

2.2 Curriculum: Learning pathways

- Teachers are at the early stages of making use of local authority progression pathways in literacy, numeracy and digital technologies. They also make use of a range of other curricular pathways and are currently working to develop their own planner for cross curricular learning. Teachers are currently exploring opportunities for children to learn about the world of work with a recent focus on links with the local community and parents.
- The school curriculum planning includes opportunities for outdoor learning. This takes place in the school grounds and garden. The school also makes use of the park in the local area. A few teachers are trained in the delivery of outdoor learning approaches. The school should ensure that all staff have the opportunity to develop their knowledge and skills in this area. They should ensure that all children have access to outdoor learning through planned opportunities across the curriculum.
- French is a feature of the curriculum across the school. Senior leaders should ensure that all children receive their entitlement to 1+2 languages in line with national policy. All children are timetabled to receive their entitlement to two hours of physical education (PE) per week. This is planned to take place both indoors and outdoors. Senior leaders and teachers should now ensure that all children benefit from high-quality PE experiences. Children receive their entitlement to Religious and Moral Education (RME) and Religious Observance. They undertake discrete learning across this area of the curriculum.

2.7 Partnerships: Impact on learners – parental engagement

- The active Parent Council works well with staff and supports the work of the school. Senior leaders are at an early stage of involving parents effectively to evaluate the work of the school. A minority of parents indicate that they would welcome more opportunities to influence change and improvement in the school. The Parent Council supports the school to raise funds to reduce the cost for the P7 residential trip.
- Parents value opportunities to come into the school for assemblies and learning showcases. P1 parents enjoy and value attending workshops at transition which are often led by older children. Most parents feel comfortable approaching the school if they have questions or concerns. A minority of parents would like to have more regular information from the school, particularly about assessment and progress in learning.

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 that need to be addressed as a matter for urgency.

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

- Across the school, most children benefit from warm, respectful relationships with their peers and adults. Most children report that they have a trusted adult they can speak to if they feel upset or worried. Children talk about the school values of, teamwork, inclusion, kindness and respect. A few children report that they do not feel safe in school or are treated fairly by their peers. It will be helpful for staff to refer to the values and school motto of happy, safe and included more regularly to promote better a culture where all children feel safe in school. The variable quality of children's experiences in school is having an impact on their behaviour. A minority of children require greater support to understand the expectations of behaviour towards their peers and staff. A minority of parents are concerned about the impact behaviour is having on other children's learning and wellbeing. There is a need for senior leaders to ensure all staff access appropriate professional learning to help manage children's behaviour more effectively. It will be important that all staff employ a consistent and agreed approach to managing dysregulated and low-level disruptive behaviour. As part of this, senior leaders and staff should create appropriate planning and policies to support this.
- Children are developing their understanding of wellbeing through assemblies and the health and wellbeing curriculum. Working with partners, children engage in a high number of clubs which promote well their skills in sport. The school has received national accreditation for the work they have undertaken in promoting sports in the school. Children would like more opportunities to develop and use their sports skills during breaks. While children identify ways to keep healthy, such as the importance of diet and regular exercise, there is scope to develop their understanding of wellbeing further. It will be important for staff to use the language of wellbeing regularly to support this. Currently, only a few children have opportunities to reflect on their wellbeing. Staff should now explore and implement approaches to extend this practice for all children in a planned and systematic way. They should help children to have a greater understanding of their own wellbeing. Staff are not yet able to identify clearly the wellbeing needs of different cohorts of children. In taking this forward, staff should use the data they gather to better meet the needs of individual children across the school and inform future school and curriculum developments.
- Senior leaders and staff provide different interventions to support targeted children's emotional and social wellbeing. They make positive use of partners to support this. This includes play therapy and the virtual forest school. The headteacher delivers a targeted programme to support children who have experienced loss. There are indications that this is having a positive impact. Across the school, staff have introduced 'calm spaces' in their classes. Children make use of these spaces and resources when they feel distressed or overwhelmed. In a few classes, children use different ways to communicate to staff how they are feeling. This is not yet a consistent feature across the school. As planned, senior leaders and staff should improve strategies and approaches to support children's emotional wellbeing.

- Senior leaders have made a start to improve the way they support children with additional support needs. This is at an early stage of development. The school is benefitting from the increased support they receive from the local cluster support team to take this area of their work forward. Using information from tracking meetings, senior leaders, with support from the cluster, are beginning to analyse data to target specific interventions at different stages in the school. Children are benefitting from additional cluster learning support teacher time. Senior leaders should ensure that the impact of all interventions is carefully monitored and evaluated.
- Senior leaders should continue to develop the role of all school staff in providing necessary ongoing support for children who require additional support with their learning. Children who need extra help with their learning are not having their needs well met. There are important weaknesses in the current management of approaches to providing additional support for learning. Senior leaders should act promptly to improve additional support for learning across the school. All staff must ensure that practices adhere fully to statutory duties. This includes consideration of creating a coordinated support plan for children who may require it, for example, children who are care experienced. Senior leaders should work with staff to ensure that all planning for children with additional support needs is more effective and involves children and parents. They should ensure children with additional support needs engage more fully in learning in classes. Senior leaders and staff would benefit from continued help from the local authority to improve and develop further the provision and practices in relation to support for learning.
- 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. Several areas for improvement have been agreed with the school and the school meals provider.
- Across the school children are learning about children's rights. Older children identify different rights and their relevance to their lives. There is scope to develop this further. A minority of children and parents feel that the school does not deal well with bullying. Senior leaders should ensure all stakeholders fully understand the school's relationships and anti-bullying policies. Children should be given regular opportunities to discuss and learn about what constitutes bullying. All staff should consistently apply approaches to deal with and resolve bullying. Senior leaders should review current practices in how they record and monitor bullying in line with national guidance. As part of this senior leaders and staff should always ensure that children and parents know that concerns have been responded to.
- Children learn about equality and diversity through the curriculum and assemblies. This is supported further with the presence of the Deaf Education provision. Children display respectful relationships with the Deaf children in their class. They support their peers well and communicate with them appropriately. Older children describe well the ways they can be a good Deaf friend. This is a strong feature of the school's work in promoting diversity. Senior leaders and staff should continue to develop and explore further ways to celebrate the school's unique and diverse community.

3.2 Raising attainment and achievement

weak

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, attainment in literacy and numeracy is weak at early level. At first and second level attainment in numeracy, reading and listening and talking is satisfactory. Across the school a minority of children are on track to achieve national standards in writing.
- Senior leaders are unable to evidence clearly the progress made by children with additional support needs. The majority of children who have additional learning needs do not make sufficient progress from their individual starting point.
- Teachers' professional judgements of children's progress and attainment throughout the school are not consistently robust, however predictions for this year are more reliable than previous years. Across the school, children do not make sufficient progress from their prior levels of attainment.

Attainment in literacy and English

- Overall, children do not make sufficient progress in their learning in literacy and English. Less than half of children across the school are making satisfactory progress in writing. A few children at first and second level would benefit from further challenge in literacy.

Listening and talking

- At early level, a majority of children listen and follow instructions when working in a group. A majority of children take turns in a group when talking. A few children become disengaged when listening as a whole class or in a group. They are not yet able to listen for extended periods of time. At first level, a majority of children talk with confidence and answer questions. A few children talk over others and find it difficult to take turns. A majority of children at second level listen to and value the views and opinions of others within a group and the class. They ask relevant questions to contribute to a discussion or to clarify a point. Children at second level need to develop their skills in presenting to peers, groups and other adults. Across the school there are a few children in each class who need to be reminded to listen attentively and take turns appropriately.

Reading

- A minority of children working towards early level are starting to recognise initial sounds, blend sounds and develop their sight vocabulary. They are beginning to recognise simple phonetic words. A majority of children at early level choose a story for enjoyment and listen to it. At first level, a majority of children read aloud using punctuation to support with expression. A majority of children discuss the key features of fiction and non-fiction texts and know how to find key information within them. Children at first level would benefit from further practice in making notes under specific headings. At second level, a majority of children read with fluency and appropriate pace and expression. They find relevant information within texts and summarise for

their audience. At second level, children are not yet confident in discussing writers' styles and themes within texts.

Writing

- At early level, a majority of children are developing their letter formation and are at the early stages of beginning to write independently. A majority of children at first level write for a variety of purposes and organise their ideas in order for the reader. They write independently punctuating most sentences correctly. A minority of children need to develop their skills in creating extended pieces of writing on a regular basis. At second level, a majority of children use their knowledge of strategies to spell words correctly. They create pieces of writing in a range of styles and contexts including persuasive and imaginative writing. At all stages children need to be provided with more frequent and regular opportunities for extended writing and to apply their writing skills across the curriculum.

Numeracy and mathematics

- Overall, progress in maths is satisfactory at first and second level, and weak at early level. At the early stages, there are important gaps in children's knowledge. They would benefit from regular opportunities to revisit, deepen and consolidate their learning.

Number, money and measure

- At early level, a majority of children count forward to 20, add numbers and are confident in doubling to 10. They are less skilled counting backwards and identifying the number in between. Children are not confident in using money or in naming coins and understanding their value. At first level, a majority of children add and subtract three-digit numbers successfully. They tell the time using both analogue and digital clocks. They are less confident in using their times tables and need to extend their understanding of fractions. At second level, a majority of children confidently calculate profit and loss and use knowledge of equivalent forms of common fractions, decimal fractions and percentages. They need to improve their skills in addition and subtraction using decimals.

Shape, position and movement

- At early level, a majority of children continue a simple pattern or sequence. They name two dimensional shapes accurately. They are not yet confident identifying symmetry. At first level, a majority of children discuss lines of symmetry accurately. They need to strengthen their knowledge of angles and compass points. At second level, a majority of children identify and describe the properties of two dimensional shapes and three-dimensional objects. They describe accurately a range of angles. They are less skilled in calculating area, perimeter, radius and diameter.

Information handling

- Most children at early level have experience of collecting and presenting information on a chart. At first level, a majority of children answer questions to extract key information from bar graphs and tables. At second level, children analyse and draw conclusions from a variety of data. Children, at all stages, would benefit from developing data handling skills further, including through real-life contexts and using digital technology.

Attainment over time

- Senior leaders have recently introduced a tracking tool to gather data more effectively and enable comparisons over time. This includes relevant data about specific cohorts and socio-economic factors that may impact on children's attainment. All staff should use this to help analyse children's progress more rigorously. Senior leaders now need to track more rigorously the progress of different cohorts and groups of learners over time. They need to develop a greater understanding of gaps in attainment and measure the progress towards closing these gaps.

- Senior leaders monitor attendance and have taken initial steps to address issues. However, just under half of children have attendance that is below 90%. A few children have significantly low attendance and require multi-agency support to improve this. Senior leaders, with continued support from the local authority, need to ensure they take prompt action where persistent non-attendance arises. They need to follow the local authority policy more rigorously to ensure families can access all possible support and resources.

Overall quality of learners' achievements

- The school community recognises and celebrates children's achievements in and out of school. Staff share these at assembly and on notice boards. A minority of children have opportunities for leadership through committees, such as the pupil council and rights respecting schools group, which actively seek the views of the wider school community. A majority of children feel that the school listens to their views. Staff should consider how to increase leadership opportunities for all children.
- Staff offer children across the school a broad variety of opportunities for wider achievement. These include multi-sports, cross country, sewing, board games, Spanish and drawing. Senior leaders track children's participation in school clubs and target children who are at risk of missing out. As a result, almost all children attended a club last session. Teachers should now help children to identify the skills that they are achieving through these opportunities.

Equity for all learners

- Staff understand the socio-economic context of the local community. Staff provide all new P1 families to the school with the opportunity to receive a uniform bundle. In addition, they have set up a pre-loved uniform swap, Halloween costumes and Christmas jumper swap to support sustainability and reduce the cost of living to families. Staff provide children with snacks if they have not had breakfast. There are positive examples of parents supporting other families in the school community.
- Senior leaders use Pupil Equity Funding (PEF) for additional staffing for the school. Staff value this additionality to reduce the class sizes. Senior leaders should strengthen approaches to gathering more consistent and explicit measures to evidence the impact of PEF on children's outcomes. Senior leaders need to demonstrate more clearly the impact of interventions and understand better the progress towards closing gaps and accelerating children's progress. Attainment data provided by the local authority shows that the attainment gap in the school is widening.

Context

Glencairn Primary School provides Deaf Education placements for 12 children from across North Lanarkshire. The Deaf Education Provision specialises in teaching children with severe to profound hearing loss, who use the oral/aural approach for communication. There are 2.5 full time equivalent Teachers of Deaf children and young people. They work in partnership with audiology services and allied health professionals to provide assessment and intensive support for children. Children attend mainstream lessons for most of the week. Specialist teachers work alongside class teachers to support Deaf children. Children also attend group-work sessions within the Deaf Education and Speech and Language classrooms. A deputy headteacher has operational responsibility for the management of the provision within the school and for the peripatetic service across North Lanarkshire.

Leadership of change

- The deputy headteacher has an organised and caring approach to leading the specialist provision. This is helping to assure a high level of coordination and multiagency working to meet the needs of children within the provision. The deputy headteacher leads a team of dedicated and trained teachers who have a high level of expertise. Together they ensure that the children within the provision access fully mainstream education. Senior leaders ensure that children benefit from intensive and specialist teaching methodologies to help them progress in their learning.
- The Deaf Education Provision reflects well the school values. Staff nurture and care for children in an environment which promotes inclusion well. All children access the curriculum successfully alongside their peers. Specialist teachers support class teachers across the school effectively. They help all staff to develop a shared understanding of the impact of hearing loss. The headteacher and deputy headteachers protect time for staff across the school to undertake relevant professional learning. This helps to ensure that Deaf children can participate in all aspects of the life of the school.
- Staff have identified a need to begin to work more closely with other Teachers of Deaf children and young people from across their local authority. They are keen to ensure consistency in planning and assessment for the needs of Deaf young people across North Lanarkshire. It will also help to ensure that Teachers of Deaf children and young people share their expertise and develop their approaches in a joined-up way.

Learning, teaching and assessment

- Teachers within the provision support class teachers very well to implement practical, helpful strategies which allow teachers to fully include Deaf children in lessons. Teachers understand well how the correct use of equipment, such as hearing aids and cochlear implants, can transform learning for Deaf children. The specialist teachers make expert adjustments to ensure children benefit fully from this assistive technology. Teachers in the provision work well with children to help them develop independence. They encourage children from an early age to check and maintain their audiological equipment. This is helping children engage well in learning and build crucial life skills.
- Teachers within the provision use a comprehensive suite of assessments to help them make clear judgements about the progress children are making with their learning and communication. This helps teachers to understand gaps in children's understanding as a result of deafness and helps them identify appropriate support to help children progress in learning.

- Within the provision, teachers plan motivating sessions, which support children to interact well with their Deaf peers and school staff. They work well with teachers from across the school to plan, track and monitor outcomes for children. Most teachers adjust their learning and teaching approaches appropriately to meet the needs of Deaf learners. For example, most Deaf children require captions on videos, more time to complete tasks and pictures alongside instructions. Outside of the Deaf Education provision, lessons can be too noisy, making it difficult for Deaf learners to comfortably hear conversations. Senior leaders and staff should consider how they might achieve lower noise levels in classes and open spaces. They should continue to be mindful of Deaf learners' requirement to have a quieter classroom environment.

Ensuring wellbeing, equality and inclusion

- Almost all children accessing the provision enjoy and feel safe in school. They know who to talk to if they need help and show confidence in their interactions with children and staff. Staff within the provision have a clear understanding of wellbeing and promote the inclusion and dignity of all children within the provision.
- All children accessing the provision have 'Getting it right for me' plans in place. These outline clearly children's strengths, interests and specific factors which give rise to additional needs. The plans also identify strategies which are effective in supporting children's learning, including for specific curricular areas. Almost all plans contain contributions from children and their families, including their views on how families can help support learning. Families enjoy and appreciate the 'stay and play' sessions and staff keep them up to date via communication diaries and regular newsletters. This helps families to be active in their child's education and have confidence that the school can meet their child's needs.
- Children are fostering a positive Deaf identity. They have the confidence to tell others about how being Deaf affects them. For example, children will let staff know if their radio aid or receiver needs adjusted and remind staff to mute their radio aid if they no longer need to hear the teacher talking. Each child has made a 'My Deaf Identity' document which outlines their preferred communication method and other information important to them. This helps children to understand their own requirements clearly and helps them explain this to others. The school further fosters a positive Deaf Identity by linking children to the Deaf Community in Lanarkshire and beyond. Children attend a Christmas party hosted by Deaf young people, where they meet other Deaf children acting as role models from the local authority. They attend Deaf football events and build links with organisations such as the West of Scotland Deaf Children's Society.

Raising attainment and achievement

- Most children accessing the provision are on track to achieve their targets in literacy and numeracy and are making progress in line with national expectations. Where this is not the case, staff understand the reasons and work with children and their families to set appropriate targets for individual learning. Children working towards individual milestones are making good progress, building well on their prior learning.
- Most children make good progress over time. Senior leaders are beginning to track more closely attainment across all curriculum areas. They are not yet able to demonstrate a clear overview of attainment over time using a recently implemented system.
- Children access leadership and achievement opportunities, building skills alongside their peers. They assume roles such as digital leaders, recycling monitors or class messenger. They also access events and clubs which are designed to help them build relationships within the Deaf school community. For example, children participate in the Deaf skills club at school and take on leadership roles as Deaf ambassadors. Through this they help others learn about Deaf culture and identity, speaking to staff and children at whole school assemblies and events during Deaf Awareness week.

- All children within the provision are successfully accessing mainstream education with support from specialist teachers. Children's attendance levels are higher than national averages. Through their partnerships with audiology and speech and language professionals, the school is helping remove the most significant barriers to children's learning.

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.