

Summarised inspection findings

Crieff Primary School

Perth and Kinross Council

24 January 2023

Key contextual information

Crieff Primary School is in the town of Crieff in West Perthshire, and is part of the Crieff High School associated schools' group. The school moved into its current building in August 2015 and has a large playground and outdoor spaces, including a wildlife garden. The school roll is 463:390 in 13 primary classes, 57 in the nursery and 16 children in the local authority Intensive Support Provision (ISP) at the school. There has been a significant number of changes in leadership and staff at the school in recent years. The headteacher was appointed to the school at the beginning of this academic session. She is supported in the senior leadership team by two depute headteachers and a principal teacher.

A majority of children who attend the school live in Scottish Index of Multiple Deprivation (SIMD) quintiles three and four. Approximately one fifth of the roll is from quintile two. In addition to SIMD, the local authority uses another additional tool to classify poverty and adversity. Senior leaders feel this reflects better the rural poverty faced in the local community. This classification indicates that 44% of the roll are in the lowest banding, and face hardship and difficult circumstances. The school receives £57,000 in Pupil Equity Funding (PEF).

1.3 Leadership of change

very good

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

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

- The highly experienced headteacher is providing very strong leadership and direction to the work of the school. She is knowledgeable about current educational policy and practice, and is aspirational for her children. Importantly, the headteacher is mindful of the need to manage the strategic direction and pace of change carefully. She is very ably supported by her depute headteachers and principal teacher, who have led well-considered improvements in recent years. These have had a positive impact on children and families.
- Children, staff and parents highly respect and value senior leaders and welcome their visibility and approachability. Senior leaders work together closely as a team and their skills complement each other well. Together with all staff, they create a welcoming, nurturing and inclusive learning environment for children. This is underpinned by the school's shared values, which are known well and understood by children. As planned, the headteacher should now consult with all stakeholders to renew the vision to reflect the changing context of the school.
- Almost all staff have a clear understanding of the social, cultural, and economic context of the school and its community. They are highly committed to making a positive difference to children's lives. Senior leaders and staff have had a strong focus on supporting children's emotional wellbeing and developing partnerships to support children and their families. Led by the principal teacher, the well-considered plan to improve resilience includes a clear rationale for change and identified outcomes for learners. Children benefit greatly from the focus on emotional wellbeing and almost all are settled and happy at school.

- In her short time in post, the headteacher has extended and enhanced approaches to self-evaluation, including stakeholder engagement activities. Senior leaders should continue to involve all stakeholders in evaluating the work of the school and agreeing future priorities. The headteacher has led a useful audit of additional support needs (ASN), a series of lesson observations and scrutiny of data and policies. This has provided her with a clear and accurate picture of the school's strengths and priorities for improvement. She has put in place systems and processes that will support a rigorous approach to quality assurance going forward. This includes auditing the quality indicators of How good is our school? 4th edition (HGIOS4) over a three-year cycle.
- School improvement priorities in recent years have been clear and relevant with a focus on impact for learners. Senior leaders make effective use of collegiate time to allow staff to take forward areas for development. For example, staff work well together to develop their use of online learning journals and have improved the quality of feedback across the school. Most staff are involved actively in improving the work of the school and have opportunities for leadership. A majority of teachers have led developments in recent years. This includes effective work on children's rights, sharing learning with parents, and improving writing and resilience. Senior leaders should continue to develop effective leadership at all levels of the school.
- Senior leaders use their allocation of PEF to support improvements in literacy, numeracy and health and wellbeing. Strong partnership working is supporting a range of initiatives, such as a well-considered range of summer family activities and a transition programme. These have clear outcomes for learners' wellbeing. Senior leaders now need to refine their use of data to identify gaps in children's learning. They need to continue to ensure that PEF is more targeted at closing the gaps for children most affected by poverty.
- Senior leaders use professional standards to support professional dialogue. They encourage staff to be reflective and to engage in professional learning to improve their practice. A few staff are engaging in professional enquiry, middle leadership and Into Headship courses. The headteacher is reintroducing professional reading opportunities during collegiate sessions. Staff working at early level should continue to explore the national practice guidance, Realising the Ambition, and related research. This will support further their understanding of learning through play. Senior leaders should continue to improve approaches to moderation. This should help to ensure that teachers' professional judgements about children's progress in learning is more accurate and robust.
- Through the work of the pupil council and as ambassadors, children have opportunities to lead, contribute and be responsible. Staff listen to children's views and act on them. For example, children designed the new school badge, which senior leaders now use on all communications. Senior leaders and staff should continue to strengthen approaches to learner participation at the school. Teachers need to support children to understand better the skills for learning, life and work they develop through these opportunities.
- Members of the Parent Council are aware of the school's priorities and are keen to be more involved in informing this work. They support the school with activities to reduce the cost of the school day and to ensure equity for all learners. This is helping to remove any potential barriers to children being able to engage fully in the wider experiences of the school.

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

- Across the school, a positive, caring learning environment reflects the school's vision and values. Office staff ensure that all children, parents and visitors to the school receive a warm welcome. Senior leaders and staff ensure that the values of being respectful, responsible and ready underpin their work. They demonstrate a strong commitment to the United Nations Conventions on the Rights of the Child. Across the school community, all staff interactions with children are warm, caring and nurturing. As a result, children feel welcome, cared for and the positive environment supports their learning.
- All staff are interested in every child as an individual. They are well attuned to learners and are responsive to their needs. Teachers ensure that emotional literacy is a regular feature of children's learning experiences. They use the indicators effectively to monitor children's wellbeing. Each teacher audits how inclusive their classroom is regularly. This is helping them to provide more flexible, inclusive learning environments for all children. All staff use visual images consistently across the school to support communication. Across the school, staff use prominent displays to support children's resilience and determination in learning. This supports children well to build an understanding of learning from mistakes to achieve success.
- Staff support children effectively to work independently, in pairs and groups. Most teachers share the purpose of lessons and support children to understand how to be successful in their learning. Children have individual targets that they reflect on in class and talk confidently about their next steps in learning. Most staff use questioning well to engage whole classes and groups, and to check children's understanding.
- Staff are beginning to engage with national and local guidance and research relating to play pedagogy at the early level. They are developing a shared understanding of learning through play and the role of the adult in supporting interactions and children's experiences. Staff make good use of indoor and outdoor spaces for play. They should continue to evaluate the use of these spaces to enhance children's engagement, curiosity and independence.
- Senior leaders have correctly identified the need to build on strong practice to ensure greater consistency in learning and teaching. This includes improving pace and challenge of learning. Children would benefit from work that provides the appropriate level of challenge, and activities that encourage them to think for themselves. A refreshed pupil support remit should support teachers to meet learning needs more effectively in class.
- Staff supported children effectively to continue to learn during home-learning periods. Children and families responded well to the introduction of an online learning profile. This also provided helpful two-way communication between home and school. On return to learning in school

buildings, teachers continued to develop this work as an on-line learning journal. Children are beginning to take greater ownership of sharing their own learning.

- Children make effective use of technology to support their learning. For example, they use interactive whiteboards to enhance their learning activities. They use tablets confidently to take photographs and to produce videos to capture their learning and share with parents. Children use computers independently to type their stories and create presentations. Staff make effective use of digital technology to help children who require additional support for their learning. Senior leaders are aware that further development to embed new digital technology skills is required to enhance learning and teaching.
- All teachers use a range of assessment tools to help inform their judgements about children's progress and attainment. Senior leaders have begun to revisit the principles of planning, observation, assessment, recording and reporting with staff. Teachers need to improve the planning of assessment and identify the next steps in children's learning across all curriculum areas. This includes providing more opportunities for children to apply their learning in new and unfamiliar situations.
- Teachers should reengage in moderation activities to improve confidence in making professional judgements about children's progress. This includes using the National Benchmarks more consistently to develop a shared understanding of standards across all stages. This should help to ensure that attainment data is more accurate.
- All teachers plan learning over the long, medium, and short term. Weekly collegiate planning by stage partners supports consistency across stages of the school. Planning needs to take greater account of the different levels of challenge required to meet all children's needs effectively. Senior leaders recognise that children should have a greater voice in planning and leading their learning.
- Tracking attainment meetings take place three times a year. Class teachers share information about children's attainment with senior leaders. These discussions should now have a greater focus on individual children's specific strengths and potential barriers to learning. This includes better use of data across all curricular areas to inform planning. This should support teachers to adapt activities and tasks to meet the needs of all children and ensure appropriate pace and challenge. Senior leaders need to agree with class teachers clear actions they will take to support children overcome barriers to learning and engagement.

2.2 Curriculum: Learning pathways

- Currently, teachers use a range of skills grids to plan learning. The headteacher is introducing new curriculum pathways at the school. She has identified rightly the need to develop progression pathways across all curricular areas. This will support teachers to plan learning that builds on what children already know. Teachers should ensure the pathways that they develop allow children to experience breadth and depth in their learning.
- Teachers use an annual overview to plan coverage of experiences and outcomes across the curriculum. As planned, the headteacher should revisit and refresh the overview to ensure there are opportunities for personalisation and choice across the curriculum. Teachers should take steps to revisit learning throughout the year to help children consolidate and develop their skills and knowledge.
- Teachers plan opportunities for children to learn across a few areas of the curriculum at the same time. For example, they use their topics as a stimulus for reading, writing and art and design. Children benefit from these opportunities to apply their skills across subject areas. Teachers should continue to plan meaningful opportunities for children to apply their literacy and numeracy skills in a range of new contexts.
- Teachers are beginning to plan opportunities for children to learn outdoors. Children in P1 enjoy their weekly visits to the local forest. They are developing resilience and problem-solving skills during their visits. Teachers should build on this positive start to plan progressive outdoor learning across the school.
- Mitigations in place during the COVID-19 pandemic had a negative impact on children's access to two hours of physical education (PE). Senior leaders should review timetables to ensure all children receive two hours of quality PE each week.
- Partnership working is a strength of the school. Staff work with a large number of partners who support children's learning in a variety of ways. This includes links with local businesses, such as a local builder who helped to develop outdoor spaces to support children's learning. Senior leaders should continue to work with partners to develop the curriculum, and to help children develop skills for learning, life and work.

2.7 Partnerships: Impact on learners – parental engagement

- The depute headteacher has developed approaches to parental engagement at the school for a number of years, including throughout the pandemic. This included supporting teachers to lead the introduction of an online platform to enable parents to support children's learning at home. Staff leading this work sought feedback from parents and made improvements based on this. Teachers should continue to develop the use of this platform, including involving parents more and capturing children's achievements.
- Senior leaders are arranging opportunities for parents to engage in a variety of school activities now that pandemic-related mitigations have ceased. For example, stay and play sessions and coffee and chat.
- Staff work with a very wide range of partners who support children and families very well. This work is helping families to improve children's attendance and engagement 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. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children benefit from all staff modelling respectful relationships between each other, and with learners. Almost all children feel that the school helps them to understand and respect other people. Almost all children have positive relationships with their peers and show empathy for them in class and around the school. A whole school focus on a 'right of the fortnight' supports children to reinforce and extend their knowledge of rights. Children can identify how rights apply to them and others.
- Senior leaders and staff prioritise the development of resilience and positive mental health following the COVID-19 pandemic. Their consistent approaches support children to speak about and manage their emotions more effectively across the school. Children benefit from daily emotional check-ins to gauge how they are feeling, and staff respond sensitively to their responses. As a result, most children feel that they have someone to speak to if they have a worry or concern. A few children need support to manage their emotions more effectively in unstructured situations, such as the playground.
- Children have a good understanding of the wellbeing indicators and use these regularly to reflect on their own wellbeing. Most children feel safe in school. A few children would like greater support to feel safe in school. A majority of children feel that staff seek their views. Around a third of children are unclear about the actions taken in response to their views. Children need to understand more clearly the impact their voice has on improving outcomes and their school experience.
- Staff developed their knowledge and understanding of nurture principles, trauma and the impact of adverse childhood experiences over the past two years. Their application of this learning is evident throughout the school and has led to a significant reduction in exclusions. The development of nurturing approaches, supported by partners, helps children to feel cared for. An increased focus on restorative practices helps children to learn the skills to manage conflict. As planned, senior leaders and staff should review school policies to reflect these changes. All stakeholders should be involved actively in this review to ensure a shared understanding of approaches.
- Overall, the level of children's attendance is below the national average. Senior leaders monitor attendance closely and work effectively in partnership with a range of agencies to address this. Central inclusion funding provides Community Learning Assistants to support children and families to improve children's attendance. There are early signs of impact of this work on children's attendance.
- Most children feel that the school teaches them to have a healthy lifestyle. Staff have focussed predominantly on children's emotional health following the pandemic. Children need to learn progressively across the totality of the health and wellbeing curriculum. Children benefit from

being active through a range of additional physical activities, provided by school staff and the Active Schools team. In addition, children benefit from targeted programmes that develop gross motor skills, build resilience and develop teamwork.

- As a result of regular training and guidance, almost all staff understand and apply the statutory requirements and codes of practice in relation to child protection. There is a shared understanding of what is expected and how this might affect children and families. Robust systems are in place to support child protection procedures and keep children safe. Senior leaders should ensure that they consider care-experienced children for a Coordinated Support Plan, in line with legislation.
- The local authority submitted self-evaluation 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. The HNI also examined documentation relating to the effectiveness of whole-school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.
- Recently, the headteacher led a useful whole-school audit of children's ASN. All staff now have a clearer overview of potential barriers to children's learning, including those affected by poverty. This information has the potential to support teachers to identify children's individual needs more effectively and strengthen universal support. Senior leaders recognise the need to rebalance support across the school so that all children can benefit from earlier intervention. Teachers should use these overviews to inform planning and make sure all children make appropriate progress in their learning.
- The Sunflower Room provides a calm, nurturing environment where identified children receive targeted support. Staff appreciated the relocation of the Sunflower Room to a larger space within the school. They also welcome changes to how the room is staffed, allowing greater collaboration between school and outreach staff. Children who attend the Sunflower Room are supported well by a range of useful interventions.
- Staff and children value and respect diversity within the school and local community. Children and families arriving from other countries feel included and supported well. In a few classes, signs and visual prompts include children's native language. School catering staff hosted a tasting session for new families, with menus translated into Ukrainian. This helped these children and their families to feel welcome. Staff ensure that new children have school uniforms and access to a range of support promptly.
- Most children demonstrate an understanding of inclusion and equality. Children enhance their understanding of inclusion through participation in events such as Down Syndrome Day. They learn what it is like to have autism from their peers. Senior leaders plan to introduce inclusion ambassadors to continue to help all children to understand and respect differences.
- Most children gain knowledge about diversity through the curriculum. They learn about what it is like to be a refugee and study historical figures during Black history month. As planned, teachers should continue to increase children's understanding of diversity within the context of the local community. They should audit books at the school to ensure they support children's learning about diversity in twenty first century Scotland.

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

- School achievement of a level data for session 2021/22 shows most children at early level achieved expected Curriculum for Excellence (CfE) levels in listening and talking, reading, writing and numeracy and mathematics. Most children at first and second level achieved expected CfE levels in listening and talking. A majority of children at first and second level achieved expected CfE levels in reading, writing and numeracy and mathematics.
- Senior leaders are aware that current attainment predictions at first and second level are not accurate. Analysis during the inspection showed that children were achieving beyond current predictions. Senior leaders and teachers should continue to extend the use of data and moderation to ensure professional judgements are increasingly robust and reliable.
- Overall, children make good progress from prior levels of attainment in literacy and numeracy and mathematics. Most children with ASN are making good progress towards their individual learning targets. A few children working at first and second level are capable of achieving more.

Attainment in literacy and English

- Overall, children's attainment in literacy and English is good. A majority of children are making good progress in literacy and English.

Listening and talking

- At early level, almost all children listen very well to their teacher and peers. A few children require support to negotiate taking turns during group activities and contribute to class discussions. At first level, a majority of children take turns and contribute relevant information and ideas during group discussions. A few children require support to share views during group tasks. At second level, most children express views effectively and listen respectfully to the opinions of others. They communicate clearly and audibly to a range of different audiences and purposes. They listen well to others, take notes and ask relevant questions.

Reading

- At early level, children blend sounds to create and read simple words. Children now need to apply their reading skills and strategies in a range of play-based learning. Most children who have achieved first and second level demonstrate a good understanding of grammar and punctuation. They read aloud fluently and with expression. They discuss key features of texts confidently and as appropriate to their stage. A majority of children describe some key features of non-fiction texts. At second level, children are confident summarising, predicting, clarifying and questioning to support their comprehension of texts.

- Across the school, children enjoy visiting the campus library located in the neighbouring secondary school, and having the opportunity to choose their own books. Most children would benefit from reading more challenging texts to enable them to develop and apply their reading skills further.

Writing

- The introduction of writing portfolios across the school has enhanced children's motivation to write.
- At early level, a highly structured, teacher-led approach is enabling children to develop their writing skills well. Children now need to apply their writing skills in a range of play-based activities. At first level, most children create their own texts in a variety of genres using recognisable features. At second level, most children create a range of texts to suit the purpose of the task and audience. They use relevant subject vocabulary to enhance writing. At first and second level, most children discuss what they need to do to improve their work.
- Children are not confident in applying skills developed in writing lessons across the curriculum.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is good. A majority of children are making good progress in numeracy and mathematics.

Number, money and measure

- Almost all children working at early level can identify and write numbers to 20 confidently. They identify the number before, after and between with increasing confidence. A few children at early level are exploring larger numbers. Most children at first level have a sound understanding of place value. They solve three-digit addition and subtraction problems using an increasing range of strategies. They identify and write simple fractions. They are not yet confident in calculating a fraction of a whole number. Most children at second level articulate confidently the relationship between fractions, decimals and percentages. Children across the school use appropriate units of measure to calculate length, distance and volume. Across the school, children are not yet confident using mental maths strategies.

Shape, position and movement

- Across the school, most children can work with an increasing range of two-dimensional shapes and three-dimensional objects. Children at first level use simple mathematical language to describe the properties of two-dimensional shapes and three-dimensional objects. Most children at first level can recognise right angles and identify lines of symmetry in simple shapes. At second level, most children are able to measure angles using a protractor. Children across the school are not yet confident in applying their knowledge to solve problems.

Information handling

- At first level, children gather and display data using tally marks and simple bar graphs. They answer simple questions about information presented in a range of tables and charts. Overall, children across the school do not have sufficient understanding of information handling.

Attainment over time

- Senior leaders gather a range of attainment data. They are aware that current data shows a variable picture of attainment over time for cohorts of learners. School data indicates that the school has raised attainment in listening and talking, reading and numeracy over the past three years.

- Senior leaders are aware that they need to develop further their approaches to monitoring and tracking progress and attainment. They need to support teachers to ensure approaches lead to improved outcomes for all children.

Overall quality of learners' achievement

- Children enjoy when staff recognise and celebrate their achievements regularly in class and at assemblies. Children share their achievements from within and out with school through their online journals. Staff share and celebrate children's achievements with the wider school community through newsletters and social media. Teachers should support children to make links between their achievements and the skills they are developing. Senior leaders need to ensure that there is a robust system in place to track children's achievements and skills.

Equity for all learners

- Senior leaders make use of local authority data to understand the unique challenges within their rural context. This ensures all staff understand the socio-economic background of children and their families. Teachers are at the early stages of using data to identify specific attainment gaps, especially those related to poverty and ASN. As planned, senior leaders and teachers should continue to develop approaches to analysing and using data. This should ensure children with identified gaps in their learning are supported better. Teachers need to ensure planned interventions are effective and lead to improved attainment for targeted groups and individuals.
- Senior leaders made use of data to identify attainment gaps at particular stages as a result of the COVID-19 pandemic. They made effective use of additional recovery staffing to support learners through team teaching. Pupil support assistants work with identified children well. They provide effective targeted support for learners in literacy and numeracy. This is impacting positively on children's progress and attainment.
- Senior leaders have a plan in place for the use of PEF. Identified children at first level receive additional support during writing lessons, following a programme with schools from other local authorities. This is supporting teachers to moderate standards in children's writing and use data more effectively. Although it is a new approach, there are early signs of increased engagement and children experiencing success in their learning. Teachers are now more ready to identify gaps in children's learning related to the poverty gap. Senior leaders should continue to ensure they use PEF to close the poverty related attainment gap.

Quality of provision of special unit

Context

The ISP consists of the 'Stars' and 'Comets' classes. There are currently 16 children in the provision, ranging from P1 to P7. Children gain places in ISP through an authority transitions panel, which includes centrally based officers, educational psychology and the authority special school. Most children in the ISP have needs that are consistent with the autistic spectrum. A few children are included in classes with their peers for part of the school day, as appropriate to their needs. The provision has a separate entrance for children and is kept secure for their safety.

Leadership of change

- The principal teacher is very effective in her role in setting the direction of the work that takes place in the provision. Staff from other authority schools visit the ISP frequently to learn from the staff's approach to meeting needs. Teachers and support staff in the ISP are confident that they can make suggestions for ways to improve practice. They feel part of a strong team, based on mutual understanding and respect. There are very good links between the work of the ISP and other classes in the school.
- Professional dialogue between ISP staff about the work of the provision takes place on an ongoing basis. They are determined to ensure the outcomes for children are as positive as possible. They look continuously for ways to improve their practice and work closely together to achieve this. They believe senior leaders support them well and have very good relationships with each other, children and their parents.
- Led effectively by the principal teacher, staff have begun to evaluate their work against HGIOS4 to identify where they need to improve. The ISP has its own well-considered improvement plan, based on its self-evaluation. The process of reflection on the impact of the ISP's work has been continuous in both formal and informal ways. These include team meetings, discussions at the beginning and end of school days, through tracking meetings and in the annual review process. This has helped staff to adapt to the increasingly complex needs of children placed in the ISP.

Learning, teaching and assessment

- All ISP staff are skilled at getting to know children well and engaging them in their learning. An important aspect of this is the welcome in the morning and the set of individualised activities that follow. These enable children effectively to get themselves ready for learning. ISP staff should continue to review the beginning of the school day routines to ensure that each class moves into learning activities as soon as is practicable.
- All ISP staff have a deep understanding of children's individual needs. Teachers use this knowledge to plan skilfully individual learning tasks to meet the varying needs of children. Staff are very flexible in the way they support children through learning activities. They observe children carefully to gauge which interventions might be necessary.
- Staff use a wide range of carefully considered, creative approaches and contexts to engage children in their learning. They encourage joint attention and social interaction, which is often based around each individual pupils' interests. Teachers use digital technology in appropriate ways. For example, teachers use presentations and activities on the interactive whiteboard and tablet computers to photograph children's work. Helpfully, some learning activities link directly to children's home life. Parents send in photographs from weekend activities. Teachers make

good use of these in school for reading, writing and talking and listening exercises, linked to a familiar context.

- ISP staff enable children to demonstrate their learning using different assessment tools that articulate with curriculum areas. They capture pictures of children's learning and share these with parents. Teachers also use these to track children's individual progress. Staff have begun to use an assessment approach that also involves educational psychology, allied health professionals and parents. When collated, this information gives a more in-depth picture of the child's strengths and suggested strategies to meet their development needs. Teachers should proceed with plans to restart moderation activities with other schools to continue to strengthen their approaches to assessment.

Ensuring wellbeing, equality and inclusion

- Children enjoy coming to the ISP. They feel safe, respected and valued by staff. ISP staff focus on giving children the best opportunities to succeed, which helps to develop their confidence and independence. A lifeskills programme matched to each child's needs promotes skills for life. Regular outdoor learning helps children to be active.
- Staff work hard to engage children in their learning and to help them to feel part of the wider school. This is particularly evident for those children who are included in class with their peers. These experiences are well planned, with the wider class being aware of individual needs and strategies. This helps ISP children to feel included and valued.
- All children have their needs met well through comprehensive individualised educational programmes (IEPs). These are focused on: social communication and joint attention; wellbeing and regulation; literacy; communication and symbol use; numeracy; and skills for life. Helpfully, IEPs consist of a single A4 sheet with several targets relating to each area and these are displayed and referred to in the class. Teachers review IEPs at least termly to ensure that children's targets remain relevant, and that children are making progress.

Raising attainment and achievement

- Overall, children are making good progress from their previous levels of attainment in literacy and numeracy. In literacy, as appropriate, children are developing skills in signing and sequencing communication symbols, which supports the development of sentence structure. They recognise and read months and seasons of the year and type sentences and paragraphs. In numeracy, children are recognising and writing numbers, and adding and subtracting using concrete materials. A majority perform mental calculations using two-digit numbers.
- Older children benefit from an enhanced transition to the local secondary school, which is within walking distance. Activities linked to this resulted in children gaining a John Muir Award.
- As part of their outdoor learning, children have been involved in filling and planting up raised beds and planting trees. This is enabling them to develop their gross and fine motor skills and to raise their awareness of the environment. Other classes and young people from the local secondary school join in these activities. This is developing children's confidence and ability to mix with others. Children from the ISP also made an award-winning video for the global environment summit conference COP 26, 'Squirrel's Gonna Cop It'. Children developed confidence and creativity skills through their involvement in this experience.

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.