Summarised inspection findings

Murrayburn Primary School

The City of Edinburgh Council

4 February 2025

Key contextual information

Murrayburn Primary School is a non-denominational school serving the north-west area of Edinburgh. There are 375 children in the primary school which includes 24 children placed by the local authority in the Education Support Base (ESB). The nursery class is registered for 30 children with 29 children on the roll.

A majority of children attending the school live in Scottish Index of Multiple Deprivation data zones 1 to 7. A minority of children live in data zones 1 and 2. In the September 2023 pupil census, the school reported that 51.4% of children require additional support. This number of children with additional support needs is above the national average of 30.4%. Attendance is 91% which is in line with the national average.

An acting headteacher has been in post since August 2024 due to the substantive headteacher having temporary responsibility for another school. Following the inspection, the local authority informed HM Inspectors that the headteacher has been appointed to a permanent headteacher post elsewhere and will not be returning to Murrayburn Primary School. An acting headteacher will remain in post until a new headteacher is appointed.

Last session, a decrease in the school roll led to a reduction in the number of depute headteachers in the school. At the time of the inspection, the leadership team consisted of an acting headteacher, a depute headteacher, a principal teacher and an acting principal teacher for the ESB.

1.3 Leadership of change	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 school vision for the Murrayburn community is relevant and meaningful for the school and nursery class. It is based on positive relationships, developing children's belief in themselves and focusing on developing everyone as an individual. The values of 'Respect, Honesty, Kindness and Resilience' have been developed and agreed in collaboration with children, parents, staff and parents. They are displayed prominently in the school entrance and discussed during assemblies and in class. Children can talk about the school values and are developing an understanding of how to apply these in their everyday lives. The whole school community is continuing to implement the vision with a high priority placed on continuing to raise staff aspirations of what children can achieve.

■ The acting headteacher has continued to lead and manage well the existing school improvement plan priorities agreed during the previous academic session. She works closely with the senior leadership team to lead improvement across the school and has taken positive steps to improve parental engagement and seek the views of parents.

- Senior leaders reviewed their roles and responsibilities following the reduction in the number of depute headteachers last session. Their implementation of these revised remits has led to improved consistency in learning, teaching and assessment. In addition, children are continuing to make greater progress in mathematics. Senior leaders have also begun to improve further stakeholder engagement. Of note is their effective tracking and monitoring of attendance, attainment and achievement, with a particular focus on identification and removal of barriers to learning. The acting headteacher is at the early stages of reviewing the impact of the change to leadership remits. Moving forward, there is a need to review the senior leaders challenging remits to ensure that they are both manageable and lead to measurable outcomes for children.

- Senior leaders employ a wide range of quality assurance activities to monitor the effectiveness of the work of the school. They implement these systematically across the year. Quality assurance activities include, classroom observations, reviewing children's work and providing feedback on teacher's plans. Senior leaders use the information gathered from the quality assurance process to accurately inform the school improvement plan. The current school improvement plan priorities focus appropriately on key areas of learning, teaching and assessment, parental engagement and wider achievement and tracking. There is a need to continue to develop quality assurance approaches to track children's progress through Curriculum for Excellence (CfE) levels on an ongoing basis.

- The highly motivated, enthusiastic and reflective staff team is empowered to lead aspects of school improvement. This includes learning for sustainability, diversity and inclusion and United Nations Convention Rights of the Child. Staff are enthusiastic about their leadership roles which include active participation in school improvement working groups. Teacher's individual leadership roles are impacting positively on whole school initiatives such as play at P1. Skilled support staff and nursery nurses also engage in whole school activities and professional learning. As a result, they are skilled to effectively work alongside individuals and small groups of children in classrooms.

- Across the school, children have opportunities to participate in a range of leadership groups. These include the pupil parliament, eco group and a committee that leads the school's work on the promotion of children's rights. Older children talk confidently about the ways in which these groups are positively impacting on their school. This includes children's increased knowledge of children's rights through their achievement of a national award.

- Senior leaders have a clear rationale for identification of priorities for Pupil Equity Funding (PEF). Their approach is based on a strong understanding of the socio-economic needs of the community. The principal teacher implements a range of interventions for individuals or groups of children. These interventions support individual children to make better progress in reading and numeracy at first and second level. Senior leaders should now develop a whole school raising attainment strategy. This should ensure that more children achieve national standards in all aspects of literacy and numeracy. Senior leaders should now track and measure the impact of all interventions more effectively to inform future planning. The headteacher consults with the Parent Council and moving forward should continue to improve stakeholders' engagements when reviewing the impact of PEF focusing on how the spend meets the needs of targeted children.

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 children experience a warm, nurturing and supportive ethos which reflect the school values of Respect and Kindness. All classes have developed charters, which are underpinned by children's rights. Staff manage behaviour very well in line with the whole school positive relationships policy. This approach helps to minimise disruption to teaching and learning. Children are motivated to learn. They regulate their behaviour independently through whole school supports such as visual timetables, calm corners and individual workspaces. Support staff are deployed effectively to meet the needs of identified children.

- Most teachers have undertaken professional enquiry to develop approaches to teaching and learning and to develop the 'Murrayburn Learning Journey' approach. The learning journey teaching tool is displayed and visually signposts children to how the lesson is progressing. As a result, in almost all classes teachers share the purpose of learning well. In most classes, children understand what they need to do to succeed in their learning. Children are increasingly offered more opportunities to exercise choice, lead their own learning and talk about their skills for learning, life and work. In a few classes, there are examples of highly-effective learning and teaching approaches through the 'Murrayburn learning journey' approach. Senior leaders continue to monitor the effectiveness of the approach on outcomes for children.

- Children across the school have 'learning journals'. Staff share these records of children's work with parents at set points during the year. This provides parents and children with an opportunity for their voice to be included in them. The quality of evidence within Learning journals is variable. A minority of journals include low-level samples of children's work, such as word searches, and do not reflect sufficiently high standards of learning. Staff should work with children to review the content of these journals to ensure all children have opportunities to choose their 'best work' for inclusion. This should ensure that journals better inform children about what they are doing well, their areas for improvement and the progress that they are making.

- In most classes, teachers make appropriate use of questioning to check for understanding. This enables children to make links with prior learning. In a few lessons, teachers ask questions which require children to use higher order thinking skills. Staff are continuing to develop their use of effective questioning to extend learning and promote higher-order thinking. In a minority of classes teachers need to increase expectations of what children can achieve, including the quality of children's written responses to tasks.

- The staff team has made a positive start to embedding play pedagogy in the early years. They plan quality interactions and experiences taking appropriate advice of national guidance. At P1, P2 and P3 teachers and the early years practitioner ensure play is planned for during the school day in the dedicated playroom. Staff plan play by considering children's interests and

providing a range of provocations to consolidate learning from the classroom. Staff use observations well to assess children's learning. As play pedagogy is further developed across the school, it will be important to continue to evaluate how this is leading to increased attainment, especially at first level.

- Across the school most teachers plan for the effective use of digital technology to support their lessons. Children in P6 and P7 have access to one-to-one devices. Children use devices confidently to scan two-dimensional matrix barcodes codes to support and record learning and to share their learning with each other using tools such as padlets. Children use digital technology well to access a range of activities to enhance and consolidate their learning. Teachers use their interactive whiteboards effectively to support and enhance their teaching.

- Teachers use a range of assessment approaches appropriately to plan and track children's progress. During the course of lessons, almost all teachers use formative assessment well to assess children's understanding and provide helpful feedback. Staff use a range of standardised assessments, such as national standardised assessment for Scotland, at key points throughout the year to assess children's progress in reading, writing and numeracy. Staff should continue to strengthen their understanding of national Benchmarks and include listening, talking and a broader range of curriculum areas.

- Senior leaders and teachers meet to review assessment evidence and monitor children's progress. Teachers engage in moderation of numeracy with cluster schools. They also moderate writing three times a year which is improving the consistency of professional judgements of CfE levels across the school. Teachers at stage levels informally moderate each other's forward plans when planning lessons on an ongoing basis. This approach leads to moderation of planned learning and the aspiration to achieve enjoyable learning for children across the school. Staff should continue to extend their approaches to moderation using a wider range of high-quality assessment activities. Doing so should ensure the further strengthening of professional judgement in children's ability to demonstrate and apply knowledge across the curriculum in unfamiliar contexts.

- Most teachers plan effectively across almost all curriculum areas using progressive learning pathways. These plans include appropriate use of medium and long-term planning. Teachers take account of children's ideas and interests to plan contexts for their learning. Teachers create weekly plans, which outline clearly the intended learning for the week. These plans are shared with children and parents. Children describe well the different learning experiences they have over the course of the week. Senior leaders should work with teachers to ensure that assessment is more integral to planning. This should help teachers ensure that learning is set at the right level of difficulty for all children.

- Teachers meet with the senior leadership team three times a year to track children's progress in reading, writing and numeracy. They use the school's comprehensive tracking system to monitor the progress of individuals and cohorts of children. Together, they identify children who require targeted support with their learning, this includes children who are impacted negatively by personal and socio-economic circumstances. Teachers plan and provide targeted interventions as part of their daily class work. Senior leaders should review the accuracy of teachers' predictions of children who are on track to achieve expected CfE levels, particularly in writing at second level.

2.2 Curriculum: Learning pathways

■ Teachers make use of progressive learning pathways to plan learning across all areas of the curriculum including reading, writing and numeracy and mathematics. However, there is currently no progressive programme for listening and talking and this impacts on the accuracy of professional judgements within this curricular area. There is a need to apply a progressive approach to listening and talking ensuring that planned learning experiences are progressive building on prior learning.

■ Teachers use CfE experiences and outcomes well to plan across all curricular areas. A music specialist delivers a comprehensive music programme, including the development of voice and use of a range of musical instruments. Staff reviewed the curriculum to make it more relevant to the context of the school. Their review took appropriate account of national priorities, including children's rights, learning for sustainability and equality and diversity. They looked at the demographic of the school community, the local environment, and ways to supports different areas of the curriculum. In addition, they introduced improved planning formats to support teacher's planning. As a result of the improvements, children benefit from a wide range of motivational learning experiences that take account of children's interests.

■ At all stages, children receive two hours of quality physical education, part of which is delivered by a physical education specialist. Children in the upper school receive swimming lessons.

■ All children learn French and older children learn Spanish. As a result, all children receive their entitlement language learning in line with the 1+2 language policy.

■ The class libraries include a wide range of fiction and non-fiction books which support children's reading for enjoyment. Children also visit the library in the local community. The school has developed a library with a wide range of texts, which build an awareness of racial literacy.

■ Teachers use the progression pathways very well as a framework that underpins planned inter-disciplinary learning (IDL). The IDL approach enables effective use of children's personalisation and choice. At the start of an IDL topic, teachers share with children the key experiences and outcomes that they plan to follow. Children then choose the context that motivates them and this becomes the focus for the inter-disciplinary work. The IDL approaches include a wide range of relevant trips within the local community that enhance learning.

2.7 Partnerships: Impact on learners – parental engagement

■ Senior leaders communicate effectively with parents through assemblies and written communication. Teachers share learning plans with parents regularly through an online platform. In addition, teachers share children's 'learning story' jotters with families three times a year. Staff ensure parents are included in class-based activities through opportunities such as 'Stay and Play', 'Learnalongs' and 'masterclass' sessions. Parents feel involved in school life as a result of these activities. A few parents would like more notice to changes in calendar dates for events and activities the school have planned. Moving forward, staff need to ensure that they continue to engage parents in their children's learning and that this involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy.

■ Parents are regularly provided with volunteering opportunities to support activities and educational outings, such as the whole school ramble which supported a national children's charity. In addition, staff support families to explore their local community through the 'Murrayburn Meetups'.

■ Most parents feel informed about the work of the Parent Forum known as 'Friends of Murrayburn'. As planned, senior leaders should now increase the involvement of all parents in school improvement work.

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	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

- Across the school, staff establish positive and respectful relationships with children and demonstrate kindness and care in their interactions with them. This is evident in all classes and in the playground. Most children treat others with respect and dignity. There are very few examples of children demonstrating dysregulated behaviour. Over the last few years there have been fewer incidents of exclusion. Most children in the school report that they have a trusted adult in the school whom they feel comfortable speaking to if they are worried or upset. Across the school, teachers have developed ways for children to share their feelings, including any worries they may have.

- The recently developed approaches to anti-bullying involved, children, parents and staff. Children are positive about the changes and can describe how these are applied in the school. Senior leaders monitor incidents and allegations of bullying and take steps to mitigate these. However, a few children and parents feel bullying is not always dealt well in the school. Moving forward, leaders and staff should continue to share the school's newly developed anti-bullying policy with all stakeholders. Senior leaders monitor incidents and allegations of bullying and take steps to mitigate these.

- Throughout the school, children learn about wellbeing as part of the health and wellbeing curriculum. This includes a focus on staying safe online and on road safety. Most children report that the school helps them to lead a healthy lifestyle. The majority of children are able to describe different aspects of wellbeing and what it means for them. There is a need for children at all stages to develop more fully their understanding of wellbeing. Staff should maintain a regular focus on wellbeing to enable children to talk about and promote their own wellbeing. As part of the health and wellbeing learning pathway and school routines, children are learning successfully to increase their resilience when they find situations overwhelming. The school uses a range of resources and guidance as part of their health and wellbeing programme. As planned staff should review and update the health and wellbeing programme, including a focus on the whole school overview.

- As part of an annual questionnaire, staff gather information about older children's wellbeing and attitudes to school. Senior leaders and staff analyse the data to help them better understand the wellbeing needs of individual children. They provide appropriate help and support for children who may require it. As a next step, staff should track all children's progress in health and wellbeing.

- Over the last few years staff have ensured that there has been a strong focus on the United Nations Convention for the Rights of the Child. Children and staff have worked together to develop class charters to articulate their rights in the school. Staff have created a curriculum map highlighting children's rights across the curriculum. As planned, staff should continue to

embed this work to ensure all children have a clear understanding of their rights and the relevance of those rights to their wellbeing.

- Staff have established a successful 'wellbeing hub' which helps to secure positive outcomes for children. Staff use a range of approaches which help develop children's confidence and self-esteem. In this space, staff offer bespoke and well-considered support for individuals and groups of children. As a result, children transition successfully to their own classes and engage better in learning. A few children find it difficult being in the playground attend the hub during playtimes. This enables them to begin to develop friendships in a supported and relaxed way. Staff plan nurture sessions for a core group of children. This helps children to have a more positive attitude to learning and regulate their own behaviour better. While there is a number of identified children who use the hub over the week, other children can access this resource. Staff make effective use of children's ideas to shape and develop the hub. Older children articulate well how the provision is helping their own mental health. They support younger children in the provision very well.

- The cluster transition teacher supports P7 children to move on smoothly to their associated high school. Children benefit from a year-long programme that includes universal and as appropriate, more targeted support for children. As part of this, children who are worried about starting high school can visit the setting early in the school year with their parents. The transition teacher works closely with the cluster's pupil support officer to improve children's attendance.

- Senior leaders have recently introduced a new internal referral system to identify children who would benefit from support with their learning. Senior leaders and staff make use of information they have gathered to identify planned interventions for individuals and groups of children. This includes support for literacy and numeracy and for children's emotional and social wellbeing. Staff track children's progress and the impact of interventions. They now need to create more detailed learning support plans to highlight explicitly the agreed targets and strategies to be used. There are children's plans in place for children who require them. Senior leaders need to improve their awareness and fulfilment of statutory duties.

- Staff are developing strong approaches to supporting children's understanding of diversity, inclusion and equality. Children explore these themes as part of class work and school assemblies. Staff have undertaken professional learning on promoting racial literacy and have taken positive steps to review their curriculum so that it better promotes children's understanding of issues related to racial and social injustice. The voluntary reading challenge in place encourages children's awareness of racial literacy. Staff have increased the number of texts which feature stories and characters from a diverse range of backgrounds and actively encourage children to access these texts. They have also developed their religious and moral education programme. This is helping to develop children's knowledge and appreciation of different religious and cultural events. To strengthen further the school's approaches to inclusion, staff should develop ways for children who attend the ESB to join their peers for shared experiences in the primary school.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement	**good**

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

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

Attainment in literacy and numeracy

■ Overall children's attainment in literacy and numeracy is good. In 2023/24, by the end of P1, most children achieved early level in reading, writing, listening and talking and numeracy. By the end of P4, most children achieved first level in listening and talking and numeracy, and the majority achieved reading and writing. Most children achieved second level in reading, writing and listening and talking, the majority achieved numeracy, by the end of P7.

■ Most children who require support with learning are making good progress towards their own individual targets.

Attainment in literacy and English

■ Overall, most children are making good progress in literacy and English. A minority of children working at first and second level in reading and writing are capable of making even better progress.

Listening and talking

■ Across the school, most children are making good progress in listening and talking. At early level, most children communicate and share stories during imaginative play. They need support to develop skills in taking turns when listening and talking to others. At first level, most children demonstrate some verbal and non-verbal techniques when engaging with others. They now need to practise listening and responding to others in group and class discussions more often. At second level, most children show respect for the views of others and offer their own viewpoint in debates and discussions. They now need to develop their skills in oral presentations and ways to engage an audience.

Reading

■ At early level, most children are developing their knowledge of sounds and blending these to read words. They answer questions about events and ideas in a text. At first level, most children read for enjoyment and identify the key features of a fictional text. They are less confident using context clues to read and understand unknown vocabulary and texts. At second level, most children talk confidently about their favourite authors and justify their preference for a particular text. They now need more opportunities to apply reading skills in a range of texts across the curriculum.

Writing

■ At early level, most children are forming lowercase letters correctly. They share ideas in pictures. At first level, most children write for a range of purposes. They use strategies to spell familiar and unfamiliar words. They need more opportunities to use an increasing range of

vocabulary. At second level, most children create texts for a range of purposes and audiences. They are less skilled at using self-assessment to improve writing.

Numeracy and mathematics
■ Across the school, most children are making good progress in numeracy and mathematics.

Number, money and measure
■ Most children at early level read and write numbers to 10. Most children confidently name the days of the week. At first level, most children confidently round numbers to the nearest 10 and 100. A majority of children need to review how to calculate sizes of different fractions to sort a set of these into the correct size order. A majority of children at second level successfully multiply and divide decimal numbers by 10, 100 and 1000. A minority of children would benefit from revisiting their understanding of the difference between area and perimeter.

Shape, position and movement
■ Most children at early level successfully identify and sort basic two-dimensional shapes and use these to make patterns. They use positional language such as 'in front', 'above' and 'below' to solve simple problems. Most children at first level demonstrate a strong understanding of how to use shapes effectively to create tiling patterns. A few children would benefit from revisiting their understanding of clockwise and anticlockwise. At second level, most children successfully describe the features of a circle. Most children need to develop further their skills in using a protractor to calculate angles.

Information handling
■ Most children at early level use their knowledge of shapes to sort objects effectively into different groups. Most children at first level confidently explain how to gather and record information using tally charts They would benefit from increasing their understanding of Venn diagrams. At second level, most children confidently describe how to gather, organise and display data in a variety of ways. Most children would benefit from learning how to use digital technology to display data.

Attainment over time
■ The school's attainment over time data shows that progress has been variable across literacy and numeracy, with dips at various stages. As children progress from early to first level in reading, writing and numeracy and from first level to second level in numeracy, there is a dip in attainment. Senior leaders identified and took action to address this. For example, the restructuring of classes at P3, P4 and P5 has impacted positively on children's experiences and progress. A range of interventions are in place to support groups of children at P4 and P7, as part of the school's approach to raise attainment.

■ Senior leaders have clear processes in place to monitor and track attainment in reading, spelling, writing and numeracy. Led effectively by the principal teacher, staff use data to discuss and track the progress of individuals and cohorts of children over time.

■ Attendance in session 2022/23 was 91%. It increased in session 2023/24 to 91.59%. The main impact on attendance is families taking holidays during term time. Senior leaders use the local authority guidelines effectively to manage attendance well. The principal teacher tracks the attendance of all children, every month, She acts promptly where individual attendance dips below 85%. She works with the cluster Pupil Support Officer to support families to improve attendance including individualised targeted support. These interventions are having a positive impact on the attendance of individual children.

Overall quality of learners' achievements

■ Staff celebrate children's achievements in a variety of ways across the school. They use 'Bravo' certificates and 'Assembly Shout Outs' to recognise those children upholding the school, values. Achievements from both in and out of school are displayed on the whole school 'Believe, Achieve Tree'. Staff use an achievement tracker well, which allows them to create opportunities for those children at risk of missing out. There is a wide range of class visits outside of school and a range of opportunities for children within the school day and after school. These have included choir, basketball, rugby, football coaching, lunch time clubs, judo, athletics and dance. The prinicpal teacher developed the Murrayburn Passport to track support to ensure equity for all children participating in the wide range of activities.

■ All children in P7 are offered the opportunity to attend a residential outdoor experience. Staff use PEF to ensure that financial barriers to attending are removed. Children speak enthusiastically about the skills they developed through this residential experience, including team working, and developing their resilience.

Equity for all learners

■ Staff have a good understanding of the socio-economic background of all children. Staff tracking meetings include a focus on equity. The SLT, ensures that financial constraints do not prevent them from taking part in wider achievement opportunities. Pupil Equity Funding is predominantly used to enhance staffing to provide targeted support for individuals and small groups. Staff assess the impact of interventions, identifying key successes. Almost all children receiving these supports are making good progress in their learning.

■ Senior leaders use PEF to ensure that all children feel involved and included. A pre-loved uniform bank and winter coat swap is organised by parents to encourage sustainability. Senior leaders should build on these approaches and work with parents to review reducing the cost of the school day.

Quality of provision of Special Unit

Context

The Enhanced Support Base (ESB) is located within Murrayburn Primary School. It is a local authority special unit that supports children with a range and complexity of language and communication needs. Children are selected for placement at the enhanced provision through a local authority assessment group. The local authority provides transport for children where required, in agreement with parents.

The current roll in the ESB is 24 children ranging from P1 through to P6 arranged across three classes. A few children work individually. The depute headteacher assumes strategic and operational leadership for the ESB and is supported by a principal teacher.

Leadership of change

■ Senior leaders have worked well with staff to develop an appropriate quality assurance calendar that includes when senior leaders will be monitoring data and information. Senior leaders should work with staff to ensure that comments and feedback from quality assurance activities now directly affect change in the classrooms. Senior leaders should work with staff to access opportunities to engage with other staff from special schools or special units. In doing so, they should support all staff to build upon their successes and reflect and plan what adaptations they could make to improve educational experiences for children. There is a further need for senior leaders to develop a strategic and sustainable approach to professional learning for staff.

■ Senior leaders have developed a relevant improvement plan that focuses appropriately on ESB priorities. Staff are motivated to improve the educational experiences for all children in the ESB. They work well together to identify areas of development that may lead to improved outcomes for children. They correctly identify the need to continue to focus on learning and teaching and improve further a positive ethos and outcomes for children. Staff have engaged in professional enquiry that aims to improve children's learning and engagement. As a result, they have begun to adapt approaches to teaching and learning. It is too early to clearly identify the impact of these changes to the outcomes for children as changes have been made over recent years.

Learning, teaching and assessment

■ Staff work well to promote a positive ethos and culture within the ESB for almost all children. The majority of children engage and interact well with staff and other children in their own class. However, there is a need for senior leaders and staff to ensure that all children have their rights respected across the school day. For example, staff should work to review levels of risk for children and plan to reduce these risks and any barriers to learning. They should plan to support children's inclusion in a wider range of school activities with other children. Staff do not yet plan enough opportunities for children to learn with other children across the school. This will help children to extend their learning and practice skills in less familiar situations.

■ Overall, a minority of children experience break times, snack times and transitions that are too long. This is impacting on the overall time spent on planned learning opportunities.

Teachers should remain aware of the importance of maximising purposeful learning times and, where possible, aim to minimise the effect of transitions between activities.

■ The majority of staff design play based learning activities for children. Staff's use of these activities provides motivating experiences for the majority of children. When motivated, the majority of children are independently developing their understanding well, at their own pace. Overall, staff need to ensure that learning activities are matched better to children's needs and interests and maximise purposeful learning times. At times, staff have an overreliance on children watching online videos or playing online games. Too frequently these are not related to the proposed learning taking place. However, a few children have shown capacity to use digital tools to help them l communicate very well with adults.

■ Staff ensure that all classrooms have symbol-based communication tools. This is supporting most children well to understand the sequence of the school day. They now need to ensure communication approaches are used consistently and are integral to classroom practice and curriculum delivery. This will help staff match communication approaches for individual children and help children to participate in an increasing amount of learning activities.

■ Staff plan learning and teaching to meet the needs of children over a range of timescales. They use consistently an agreed planning framework and assessment process to determine each child's progression in learning. Senior leaders should work with staff to strengthen aspects of their individualised planning approaches. For example, they should improve individualised education programmes through using more specific, skills based and measurable intended outcomes. This will enhance and support them to identify more clearly what areas children need support with and how well children are progressing with their learning.

Ensuring wellbeing, equality and inclusion

■ Most children in the ESB demonstrate that they feel safe in school. They experience supportive relationships with staff which is leading to a sense of belonging to their class community. Overall, children are responsive and calm when learning. They are treated with dignity and respect when learning by staff who are sensitive to their needs. Staff should continue to work on approaches that support all children feel safe and engaged fully with education. They should review learning environments to ensure all children have their rights fully respected. This should include a strong focus on helping children develop important skills of regulation and resilience to cope better when distressed. This will help children respond more positively to challenges they face across the school day.

■ All children have a child's plan in place that includes records of meetings and high-level aims and outcomes. Senior leaders should ensure that they fulfil and adhere to all statutory duties. This should include awareness of current legislation, guidance and codes of practice related to wellbeing, equality and inclusion and that these lead to improved outcomes for children. For example, they need to work with other agencies and parents to consider whether a child requires a coordinated support plan. They should ensure that any planned use of part-time timetables is for the shortest period and has clear progression back to full time education. Senior leaders need to develop approaches to recording instances of physical intervention in line with updated national guidance.

Raising attainment and achievement

- Senior leaders and staff have made an initial and positive start to developing an attainment tracking tool. They should now use the tool to closely inform planning to ensure that children can accelerate learning in areas that they show strength. Senior leaders should continue to analyse this to see what areas of teaching learning and assessment are having the biggest impact on learners.

- The majority of children make appropriate progress from prior levels of attainment in literacy and numeracy, in line with early level milestones. However, the majority of children are capable of making better progress linked to CfE levels appropriate to their stage of development. Almost all children express effectively their needs and respond confidently to staff led interactions using symbols, words and gestures. Children use mathematical concepts well, appropriate to their stage of learning. They use their knowledge of time to predict the sequence of activities across the day.

- Almost all children are developing well their skills of cooperation and independence. For example, children are developing their mobility, working with others and accessing outdoor learning opportunities. Children are proud of their achievements in school and at home. Senior leaders use PEF effectively to ensure that no child misses out on school planned activities or outings. They should now consider sustainable interventions that increase equity for all children and ensure that their entitlements are met. In doing so, they should measure how well interventions increase attainment.

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.