

Sub-Committee on Standards for Children and Families

10:00am, Wednesday, 11 December 2019

Primary School Inspection at Gracemount Primary School

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Sub-Committee on Standards for Children and Families is asked to :
 - 1.1.1 note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
 - 1.1.2 receive an authority inspection follow through report within two years of the publication of the inspection letter.

Alistair Gaw

Executive Director Communities and Families

Contact: Jackie Reid, Quality Improvement Education Officer

E-mail: Jackie.Reid2@edinburgh.gov.uk | Tel: 0131 469 3027

Report

Primary School Inspection at Gracemount Primary School

2. Executive Summary

- 2.1 Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.
- 2.2 Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education.
- 2.3 This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection.

3. Background

- 3.1 In June 2019, a team of inspectors from Education Scotland and Care Inspectorate visited Gracemount Primary School and Nursery Class. During their visit, they talked to parents/carers and children and worked closely with the headteacher and staff.

4. Main report

- 4.1 The inspection team found the following strengths in the school's work:
 - 4.1.1 The caring and welcoming environment for learning across the school and nursery class. This is improving children's confidence and engagement with their learning and is building a more resilient and focused school community.
 - 4.1.2 Motivated teams of staff who know the pastoral needs of children and families well. New approaches to relationship and behaviour management are beginning to have a positive impact on children's attitudes towards their learning.
 - 4.1.3 Well-mannered, friendly children who demonstrate their curiosity as learners and who are keen to be challenged in their learning. They work well together

in different learning contexts and are supportive of one another across the school and nursery.

4.2 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:

4.2.1 Raise the attainment of children across all stages of the school.

4.2.2 Improve learning and teaching to ensure children experience consistently high quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.

4.2.3 Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning.

4.4 More detailed Summarised Inspection Findings will be available from <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2797> and is included as an appendix.

4.5 Measures of Success

Inspectors gathered evidence to enable them to evaluate the school's work using quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare? Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of these evaluations to keep track of how well Scottish schools are doing.

Descriptions of the evaluations are available from How good is our school? (4th edition)

The school also engages in ongoing self-evaluation activity to gather evidence support to support their judgements about what is working well and what needs to be improved.

Here are the school's gradings for the following quality indicators, together with Education Scotland's gradings.

1. Quality Indicator	Self Evaluation	Education Scotland Evaluation
2.3 Learning Teaching and Assessment	4 Good	3 Satisfactory
3.2 Raising attainment and achievement	3 Satisfactory	3 Satisfactory
Nursery		
2.3 Learning, Teaching and Assessment	4 Good	3 Satisfactory

3.2 Securing children's progress	4 Good	3 Satisfactory
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4.6 Progress Made with Identified Areas of Development

- 4.6.1 All staff are working the with Edinburgh Learns team. The have engaged in professional learning about differentiation and are to use lesson study approach to improve quality and consistency of this across the school.
- 4.6.2 All staff are participating in CLPL on restorative approaches.
- 4.6.3 Weekly stage planning meetings now include assessment as part of their focus
- 4.6.4 In the nursery staff are developing their skills in making high quality observations in order to plan for the children's next steps and to report to parents.
- 4.6.5 A self-evaluation timetable has been developed to ensure all areas of the nursery are being evaluated to make sure there is continuous provision.

5. Next Steps

- 5.1 City of Edinburgh Education Officers will continue to support and challenge progress across the school.
- 5.2 The Head teacher will continue to be part of the Leadership Learning Partnership with groups of HTs across the City to ensure robust analysis of learning and teaching across the school.
- 5.3 City of Edinburgh Education Officers will undertake a follow-through visit to the school within 1 year of publication of the Inspection report.

6. Financial impact

- 6.1 There are no financial implications contained in the report.

7. Stakeholder/Community Impact

- 7.1 The Inspection team engaged with focus groups of teaching staff, support staff and pupils during the follow through process.
- 7.2 There are considered to be no infringements on the right of the child.
- 7.3 Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Background reading/external references

8.1 <https://education.gov.scot/what-we-do/inspection-and-review/reports>

9. Appendices

9.1 Appendix 1 Education Scotland letter and evaluations

9.2 Appendix 2 Summary of Inspection Findings School

9.3 Appendix 3 Summary of Inspection Findings Nursery Class

17 September 2019

Dear Parent/Carer

In June 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Gracemount Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The caring and welcoming environment for learning across the school and nursery class. This is improving children's confidence and engagement with their learning and is building a more resilient and focused school community.
- Motivated teams of staff who know the pastoral needs of children and families well. New approaches to relationship and behaviour management are beginning to have a positive impact on children's attitudes towards their learning.
- Well-mannered, friendly children who demonstrate their curiosity as learners and who are keen to be challenged in their learning. They work well together in different learning contexts and are supportive of one another across the school and nursery.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- Raise the attainment of children across all stages of the school.
- Improve learning and teaching to ensure children experience consistently high quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.
- Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Gracemount Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of staffing	good

Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had one requirement and no recommendations. From this, the requirement has been met. As a result of this inspection, there are no requirements and no recommendations.

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/edinburgh-city/5524423>

What happens next?

As a result of our inspection findings, we think that the school needs time to make necessary improvements. We will ask The City of Edinburgh Council for a report on progress with the agreed areas for improvement within one year of the publication of this letter. Taking account of the progress report, we will then decide whether further engagement with the school is required. This may involve a joint evaluation visit by HMI and council officers. Officers from The City of Edinburgh Council will write to you again detailing the improvements the school has made and outlining any further action that we intend to take, as agreed with the local authority.

JohnPaul Cassidy
HM Inspector

Sarah McGahey
Care Inspector

Summarised inspection findings

Gracemount Primary School and Nursery Class

The City of Edinburgh Council

17 September 2019

Key contextual information

Gracemount is a large primary school in central Edinburgh. The roll in September 2018 was 501 and has risen to 575. This is projected to increase further, as a result of considerable housing developments within the catchment area. The headteacher has been in post for five years. He is assisted by two (1.0 FTE) depute headteachers and one principal teacher funded by pupil equity funding (PEF). The majority of children (66%) live in Scottish index of multiple deprivation areas (SIMDs) 1 and 2.

2.3 Learning, teaching and assessment

satisfactory

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

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

- The school has a welcoming and caring ethos linked to the 'GRACIE Way' values. This is supporting the development of positive relationships across the school. Staff recognise the need to include links to children's rights and the new positive behaviour programme to support further their engagement and inclusion for all. Almost all children across all stages are polite and welcoming. Along with partners, staff and children are fostering a nurturing culture across the school community. Staff and children have been working well to review school values through the everyday work of the school and their interactions with one another.
- Children are supported effectively to develop positive relationships, behave well, and to do their best. Approaches to develop and sustain positive relationships throughout the school are being developed through the use of restorative approaches. This is currently at the early stages of implementation. Further development of this work, linked to the school values and Rights Respecting Schools agenda, will help to progress the on-going development of positive relationships in a more meaningful way for children.
- Pupil Equity Funding (PEF) enables staff to work well with identified individuals and groups who require support with their learning out with the classroom. Care needs to be taken to ensure the school's focus on extracting children for support does not result in disruption to children's learning across the curriculum.
- In the majority of lessons, teachers use various tasks well to engage children in their learning. They provide clear instructions and explanations for children. The majority of lessons are well-structured with the relevance of learning clearly outlined. In a few lessons, children are not always challenged and the pace is too slow to sustain children's motivation and attention. Teachers need to have higher expectations for all children's learning.
- Most staff use digital technologies well to support teaching. Children benefit from regular planned use of these resources to deepen learning in the majority of lessons. Teachers should consider how well these resources can be used more widely across the contexts for learning, in order to challenge children further in their learning.

- Most children work well individually and in groups. In a few lessons, children self and peer assess their work. This is an area of continuing development across the school. Children need further involvement in setting their learning targets. Senior leaders and teachers should develop consistent approaches to ensure all children are clear about the progress they are making. This will further support children to know exactly what they need to do to continue to make progress.
- The quality of teaching across all stages is satisfactory. Staff work increasingly as a team and more widely with other colleagues. This helps to develop further their own professional learning. All staff are committed to school improvement. Across the school, there is a need to prioritise regular, planned time for staff to share more interesting and creative approaches to learning and teaching. We discussed with senior leaders how good practice could be shared with staff to deliver a more consistent approach across all stages.
- The majority of teachers know individual children's learning needs well. In the best examples, up-to-date targets inform next steps in learning. This is still at an early stage of development and should be rolled out further across all stages of children's learning. The majority of teachers plan a range of strategies at different stages throughout learning activities in order to check for children's understanding. Senior leaders have correctly identified assessment as an on-going area for improvement in order for staff to have a clearer idea of how to support children to develop essential targeted skills to improve.
- Groups of staff have recently been involved in moderation activities with colleagues from across the local authority. Senior leaders encourage opportunities for teachers to be involved in this work to improve their confidence in judging achievement of a Curriculum for Excellence level (CfE). The school provided evidence to show that moderation activities are starting to improve staff's approaches to curriculum planning for learning, teaching and assessment, in line with national expectations. There remains considerable scope for staff to continue to engage in a broader range of moderation activity. This will help to improve further teacher professional judgement of achievement of a CfE level. As the only primary school in this cluster, staff should continue as planned to look outwards as regularly as possible in moderation activity. This will help to harness a clearer awareness and confidence amongst teachers in applying national guidance and expectations to design robust plans for learning, teaching and assessment.
- Approaches to tracking and monitoring children's progress across all curriculum areas are still developing. As a key priority, senior leaders and staff should identify the assessment information which will be most beneficial to gather, to help improve children's overall attainment. Importantly, tracking and monitoring information should also include a clear focus on the targeted skills that children are developing across the contexts of learning. Commendably, teachers have planned meetings with senior leaders termly to discuss academic progress, pastoral needs and next steps for individual children. This dialogue supports the ongoing evaluation of learning within the school. Moving forwards, in developing approaches to assessment and tracking and monitoring of children's progress, senior leaders and teachers should consider how this will help to ensure that interventions have a more positive impact on children's learning and progress.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

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

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

Attainment in literacy and numeracy

- The school is at an early stage in moderating children's progress against the National Benchmarks. The quality of the school's data is variable and not always reliable or robust. HM inspectors carried out evaluative activities based on sampling children's work, reviewing documentation, observing children in classes and engaging with pupil, staff and partners focus groups.
- Overall, attainment in literacy and English is satisfactory. Over the past four years, children's attainment in reading has gradually improved, with the majority achieving expected CfE levels. Children's attainment in writing has declined. Not all children make expected progress, particularly at the first level. By June 2019, the majority of children achieved expected levels in reading, listening and talking and in writing.
- CfE attainment data was provided for the last four years. Data provided by the school shows that, in session 2018/19, most children at the early level and the majority at second level made satisfactory progress in numeracy and mathematics. Less than half made satisfactory progress at first level. This data is based on teacher professional judgements. The inspection team did not find sufficient evidence to support these judgements and staff should continue with their work in moderation to support a better understanding of achievement of a level. Senior leaders should ensure robust tracking and monitoring systems are introduced to inform planning and lead to raised attainment.
- As a result of a range of inspection activity, the inspection team conclude that children could be making better progress and achieving higher standards. There is a need to gather and use reliable data about progress and attainment more strategically to raise attainment for all children.

Literacy and English Listening and talking

- Children's progress in listening and talking is satisfactory. At the early level, most children achieve expected CfE levels. By the end of first level, less than half achieve expected CfE levels. By the end of second level, the majority of children achieve expected levels. Across the school, the majority share ideas with peers, listen well to each other and respect others' views. A few do not always listen well and at times talk over others. Children's skills in asking questions to clarify or extend their understanding are less well-developed. The majority share opinions and views with others. By the end of second level, the majority of children are aware of their audience when engaging in conversations. They offer relevant points in group tasks, supporting and challenging respectfully others' opinions and ideas during discussions. Across the school, children are not confident in speaking aloud in front of their peers.

Reading

- Children's attainment and progress in reading is satisfactory. Their progress is variable as they move through the school. At the early level, most children achieve expected CfE levels. By the end of first level, just over half achieve expected CfE levels. By the end of second level, the majority of children achieve expected levels. Across the school, the majority of children enjoy reading. At the early stages, a few children are confident in reading words and sentences. A few read very well. By the end of first level, a few children make appropriate progress from prior levels of attainment. Children's progress is not always maintained as they move throughout the school. By the end of second level, the majority of children identify and know the importance of key points and predict what might happen next when reading class novels. Across the school, children need to improve their skills in using information from various reading materials.

Writing

- Children's progress in writing is weak. At P1, the majority of children achieve expected CfE levels. By the end of first level, less than half achieve expected levels. By the end of second level, the majority of children achieve expected CfE levels. At the early level, the majority of children are starting to write with increasing confidence and control. At the early stages, a few children write well for different purposes, included extended pieces of work. As children progress through the school, their progress is not always maintained and not enough are making sufficient progress by the end of the first level. The quality of children's handwriting and presentation varies across the school. By the end of second level, the majority of children write well for a range of purposes.

Numeracy and mathematics

- Overall, children's attainment in mathematics and numeracy is satisfactory. The majority of children make satisfactory progress. Children would benefit from more regular revision of mathematical skills learned. This will ensure they can recall these readily and apply them confidently to other more complex calculations.

Number, money and measurement

- By the end of early level, most children know the number stories within 10, and carry out simple addition and subtraction within ten. They are able to identify most coins and a few children are able to give change to 10p. Most children are able to identify o'clock times on an analogue clock but are less confident with half past times. By the end of first level, the majority of children are confident with times-tables and add and subtract two and three digit numbers confidently. They need to develop their skills in identifying and writing simple fractions. By the end of second level, the majority of children tell the time using 12 hour and 24 hour time however, they are less confident with durations in time. The majority of children are confident in their use of fractions, decimals and percentages. A few children can solve simple algebraic equations. Across the school, children's skills in mental calculations are less well-developed. Additionally they would benefit from more opportunities to apply mathematics and numeracy in real-life contexts.

Shape, position and movement

- Most children working at early level are making good progress in recognising different shapes. They describe the location of different areas in their class, for example using terms like above and below, in front of, and behind. The majority of children working at first level know a few 2D shapes and 3D objects. They lack confidence in describing features of 3D objects such as cuboids or pyramids, and have a limited awareness of common 3D objects such as cylinders and spheres around the school. By second level, the majority of children recognise a range of different 2D shapes and 3D objects, and calculate areas, perimeters and volumes. They need

to develop their skills in using appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles.

Information handling

- At early level, a few children interpret simple graphs. The majority of children at first level can display data including labelling both axes and use an appropriate scale. At second level, the majority of children use the language of probability accurately to describe the likelihood of simple events occurring. Children need to use digital technologies more to display information and gain skills in analysis and interpretation.

Problem solving

- Across the school, children's skills in problem solving are less well-developed. There is a need to improve children's progress with this aspect of numeracy. They need opportunities for them to engage in open-ended, challenging tasks which require them to work together to solve problems and apply their numeracy and mathematical knowledge. A few children can identify problem solving strategies.

Attainment over time

- School data confirms that there has not been consistent in performance across numeracy and mathematics over the past four years. Staff have correctly identified that dips in performance are particularly marked at P4 and P7 stages. There is a stronger picture in literacy with an improving trend across the four years at P1 in reading and at P7 in writing.
- As part of a whole school strategy to raise attainment, senior leaders should now identify specific interventions to address fluctuations in performance and in particular, address the reported low levels of attainment by the end of first level. The school should proceed as planned to develop a robust monitoring and tracking system to measure children's progress. This will allow senior leaders and staff to evidence value added as children move from stage to stage and to identify trends in attainment, including for different cohorts of children.

Overall quality of learners' achievement

- Children have a range of opportunities to contribute to the life of the school community for example through supporting their younger peers in the nursery and buddying. Members of the school magazine club usefully consolidate their literacy skills in a meaningful context. Children's achievements both in and out of school are celebrated in a number of ways including through social media and on the welcome screen in the reception area of the school. Children enjoy receiving the 'headteacher's award' and being the 'Gracie Racer of the Week'. Active schools contribute considerably to opportunities allowing children to develop skills and interests in sports such as fencing and tae kwon do. A heightened awareness of the issue of how child poverty impacts on the wider community is led by the pupil action group, '1 in 5'. Developing further as responsible citizens, this group has led initiatives such as supporting food banks and a pop-up uniform shop. The pupil council is beginning to explore ways to influence school improvement.
- As planned, senior leaders should introduce a system that records children's participation across a range of activities, allowing them to monitor and track children's equity of access. This will strengthen the informal system which is currently in place.

Equity for all learners

- All staff across the school are committed to promoting equity for all children. They are aware of the socio-economic context of the school and are working to ensure that barriers to learning are removed. A range of interventions is in place as a result of Pupil Equity Funding (PEF). These interventions are starting to improve children's progress in literacy, numeracy and

health and wellbeing. For example, all P1 parents received a magnetic board to practise acquisition of early literacy skills at home and were supported in its use through a hands on workshop. A parent/ carer Home Learning Club also takes place which supports family learning. This activity is starting to have a positive impact on children's progress. The planned introduction of a monitoring and tracking system is needed to support improvement and analysis of children's progress as a result of school interventions. This will help highlight interventions which are having most impact on children's attainment and achievement. The school should ensure that individual children, benefitting from interventions, have a planned, coherent learning experience across the curriculum. As a result of the school's focus on attendance, gaps in children's learning are being addressed effectively. This is having a positive impact on children's overall confidence. There are examples of improvements in aspects of writing. The school is not currently monitoring children's progress across different cohorts with potential barriers to their learning and achievements.

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.

Summarised inspection findings

Gracemount Primary School Nursery Class

The City of Edinburgh Council

17 September 2019

Key contextual information

Gracemount nursery operates from a separate building in the grounds of Gracemount Primary School. At the time of inspection the setting was registered to provide early learning and childcare (ELC) for 56 children at any one time and there were 84 children currently attending. Children attend on two different attendance patterns of either morning or afternoon sessions. There are two large playrooms, an enclosed large outdoor area and a family room within the nursery. The team includes practitioners, seniors, an assistant and full time teacher. The work of the nursery team is supported by an experienced, supportive and actively involved depute headteacher. From August 2019 the team plan to deliver an extended service that offers 1140 hours across the year.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

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

- Relationships in the nursery are caring and supportive and children feel valued and secure. The majority of children show a keen interest in the available resources and engage well in their play both indoors and in the outdoor area. A few children concentrate for long periods of time on their chosen experiences. They talk to each other and adults about what they are doing. This was particularly evident at the small construction table and in the block play area. Children have a good level of freedom and this allows them to follow their interests and select the resources they wish to use. This supports most children to develop their creativity and imagination as they create situations and negotiate well with each other. At times during the session, a few children became less engaged in their play. They spent time watching other children at play and became involved in less purposeful play experiences. Practitioners should review the flow of the session. In doing so, they should consider how they can integrate opportunities for children to discuss their learning. All children need to experience carefully planned, appropriately challenging experiences that meet their individual needs.
- Practitioners are kind and caring and demonstrate positive relationships with children. They know individual children well and have a sound understanding of the importance of learning through play. Practitioners interact sensitively to support children's play and enable them to follow their interests. We observed a few practitioners who were using open-ended questioning and commentary effectively to support children to start to think about their learning. This now needs to become more consistent throughout the nursery to ensure children are supported to extend and deepen their learning. In planned work to improve the learning environment the team should review resources to ensure they support children to build on and extend their skills. Overall, most children need more opportunities for challenge and depth in their learning.
- Children use a range of digital technologies including tablets. They also use the interactive board to look at and talk about their online journals. Practitioners should continue to build on this positive start and develop further their use of digital technologies to support and extend children's learning.

- Practitioners observe children and how they interact with experiences in the playroom. They use a range of assessment materials to gather information on learning. Practitioners discuss the information at team meetings and make judgements about children's progress. There are examples of how they are starting to use this information to plan future learning for children. This is not yet consistent or embedded in practice. They record information about children's experiences in online journals at regular intervals. The majority of parents access journals and comment on their child's experiences. Practitioners need to explore how they can encourage and support all parents to engage more fully in their child's learning. This will enable parents to be more aware of and involved in their child's achievements. Currently, the information recorded in the journals does not fully capture children's significant learning. Moving forward, practitioners need to refine their assessments and use the information more effectively to plan next steps in children's learning.

- Practitioners meet together to plan for children's learning over different timescales using national guidance. They display a set of useful prompts in play areas to remind practitioners about the focus for learning. During the session practitioners record episodes of responsive planning with individual children and detail the resources they have provided to extend children's experiences. The team recognise that the information they gather about children's progress does not yet fully inform their planning. There is scope to have a clearer focus on learning. The team shared their plans to adopt new planning procedures. When doing this they should consider how they can involve children more meaningfully in the process. This will help to give children a voice and support them to start to lead their own learning. The team will also benefit from making use of the design principles to ensure they are providing appropriate depth, challenge and relevance for all children.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Securing children's progress

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Most children are making satisfactory progress in early language and communication. Almost all children develop their vocabulary as they engage in extended conversations with practitioners and others about their experiences. Children independently access and share books in various areas of the playrooms. In the best examples, children enjoy using digital technology to create their own stories and make their own books. Most children are developing good listening skills as they follow instructions. A few children confidently write their name and a few familiar words as they mark make in floor books. There should now be an increased focus on developing mark making and early writing skills.
- Almost all children are making satisfactory progress in numeracy and mathematics. Children are developing their understanding of volume as they fill and empty containers and transport water using pipes and tubes. The majority of children use the language of measure appropriately. They compare, sort and order objects and people by length and height. Almost all children recognise numbers to ten and the majority of children count during play experiences. A few children use scales accurately to invent and play a game where they compare the weight of stones. Children would benefit from a better balance between free flow play and planned experiences that develop further their existing skills.
- Almost all children are making good progress in health and wellbeing. Children share space and resources well. They understand the nursery rules and refer to these in their interactions. Most children negotiate, co-operate and include one another throughout their free flow play. Children develop their fine motor skills as they carefully explore playdough and use tools. Most children enjoy the challenge of travelling and jumping in different ways from physical equipment. Children develop responsibility and independence as they help to prepare healthy snacks for their friends. Overall there is scope for a more progressive approach where children develop further their leadership skills.
- Over time most children show increasing creativity, perseverance and developing independence as they play in the outdoor area. They are proud of paintings they create by mixing colours together. Most children enjoy imaginative play in their 'bus rocket' and ship in the outdoor space. At present there are missed opportunities to build on and develop further children's existing skills.
- The majority of practitioners use well-judged praise and specific feedback to support children to persevere or recognise their achievements. All children have an electronic learning journal that contains up to date observations of activities and experiences within nursery. As planned,

the team should continue to improve the use of these journals to ensure they reflect children's progress.

- All children are valued and respected for their individual skills and abilities. Practitioners have a good understanding of children's unique needs, strengths, personalities and interests. The team notice and share where children may require additional support or encouragement. A few children have specific plans agreed with parents, other professionals such as speech and language therapists that support them to make progress. The nursery has recently had a focus on closing the attainment gap. They have used available data to identify children who require support and put in place targeted play-based experiences to support their progress. All practitioners should continue to carefully monitor the success of these planned interventions to ensure children continue to make the very best possible progress.

1. Quality of care and support

Throughout the inspection, children presented as happy, confident and secure. Children were able to direct their own play, making independent choices about how and where they played. Children were developing skills in communication, problem solving and creativity as they engaged in uninterrupted periods of play. For example, within the block area children developed ideas, making some complex and imaginative creations.

Children's wellbeing was promoted as they enjoyed nutritious, balanced snacks. They were developing their independence as they prepared the food and self-selected their own choices. Staff sat with children, supporting the development of social conversations and creating a relaxed atmosphere.

Children had many opportunities to be active and engage in energetic, physical play. Through these experiences, they were developing gross motor and movement skills such as running, skipping and balancing. Children were developing their confidence, self-esteem and learning new skills as they had fun taking part in a weekly dance session.

Staff were aware of children's medical needs; however, we found at times, best practice had not been followed in relation to the storage of medication. The nursery should ensure that any medication that children need is available during their time in the setting. We were confident the nursery was able to address this in order to effectively meet children's medical needs.

Where children required additional support, staff worked effectively with other professionals to promote their wellbeing, development and learning. They had developed positive partnership working that resulted in children getting the support they needed in a way that was right for them. Strategies of support were effective. Some children benefitted from enhanced transitions into both the nursery and when they made the transition to school. This helped to promote a sense of security and build children's confidence.

Personal plans were in place for children and included some information about their needs and preferences. We discussed with the nursery how for some children personal plans could be further developed to better reflect their changing needs and to ensure the information remained meaningful. This would support staff to holistically plan and evaluate for all children's care and support needs. Personal plans should be reviewed and updated with parents, as changes occur and at least every six months. We were confident from our discussions with the nursery that they would consider how they would develop their approach to personal plans.

Care Inspectorate grade: good

3. Quality of staffing

Interactions between children and staff were warm and nurturing. Staff were sensitive to children's individual needs and personalities. This contributed to children feeling secure and confident. Staff knew children and families well, resulting in the development of positive and trusting relationships across the nursery.

Staff were clear on their roles and responsibilities throughout the day, meaning sessions were calm and organised. Staff were focussed on the needs and experiences of the children. Positive and effective communication was a key strength of the team. This supported children as staff

shared information with each other that helped promote a continuity of care. Staff had regular meetings as a team and with the Depute Head Teacher who had responsibility for the nursery. This allowed them to discuss various other aspects of nursery. Children were benefitting from staff working together to create an ethos of respect and inclusion.

Children were achieving because staff planned experiences based on their individual interests. However, during the inspection there were some missed opportunities for staff to promote and extend children's learning. For example, children would benefit from all staff using open-ended questions. This would support children to further develop and deepen their ideas and learning. The nursery should continue to develop approaches to learning so that children can experience greater challenge and depth across learning. We discussed with the senior leadership team how developing staff practice and skills in specific areas of their work would help support consistency in relation to children's experiences and learning.

Staff used assessment tools, such as the communication and language resource 'Up, Up and Away' to consider children's needs. This helped them to highlight where children may benefit from additional support. This meant there were effective support strategies in place and children were included, respected and achieving.

To develop different aspects of the nursery, some staff were taking on leadership roles, which were set at yearly professional development reviews. An example of one such role was the introduction of an outdoor champion. This had resulted in the development of nature play sessions in a local wooded area. Through these sessions, children were active and included in their local community. Children were learning new skills, having fun and experiencing the wonder of nature as they took part in each session.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had one requirement and no recommendations. From this inspection the requirement has now been met. As a result of this inspection, there are no requirements and no recommendations.

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.