

Summarised inspection findings

Auchinloch Primary School and Nursery Class

North Lanarkshire Council

5 March 2019

Key contextual information

The nursery class operates from a playroom situated within the school building. The setting was involved in a pilot and now delivering of extended hours. At present they are registered to provide ELC for 20 children aged 3-5 at any one time. The acting principal teacher has management responsibility for the nursery class. Planned expansion of the setting in the future will lead to some changes to staffing arrangements.

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

- There are positive relationships between practitioners, children and family members. Children are motivated to learn, and enjoy their time in nursery. They are confident in moving around their room independently. After a short 'welcome time' children choose where they would like to play. Recently, the team have worked together to ensure there are opportunities for children to engage in play-based and more adult-directed activities. As this work develops, the team should evaluate the balance of child led and more structured activities. The team need to ensure all opportunities for learning are consistently motivating and challenging for children. Positive changes have been made to routines. Now that these routines are established practitioners should work together to ensure key transitions throughout the session maximise time for learning.
- Practitioners interact in a supportive and involved way with children throughout their play. In the best examples, the team use higher order questioning to explore what children are interested in learning more about. Children concentrate and take turns as they explore how to transport water in the outdoor area. The team have reviewed and changed the indoor learning environment. It will be important to continue this work to ensure it promotes curiosity and creativity. A few children need more opportunities for challenge, to apply their developing skills and to deepen their learning.
- Practitioners, with support from the actively involved senior management team, have introduced new approaches to planning learning. Positive attempts have been made to increase children and parents' active involvement. Children's participation in planning is at an early stage and should be extended. All children are ready to take an increased role in leading their own learning. Activities respond to what children are interested in, seasonal events and are linked to experiences and outcomes from Curriculum for Excellence. The team need to develop further the links between their regular observations and the planning, tracking and monitoring of learning. Learning intentions and success criteria must be meaningful and accessible for all children. At present next steps and targets are too often general and focused on activities rather than progressive development of children's skills.
- A few children confidently use the interactive whiteboard to research dinosaurs, play games and access nursery rhyme software. Children also use tablet computers within the playroom

and review their online journals with practitioners. There is scope to extend the use of digital technology to enhance learning.

- All children have a current online journal of their development and experiences. Journals contain a range of regular observations by the team and photographs of children's experiences. Combined with comments from a few parents, journals are beginning to build a picture of children as learners. The team recognise there is significant scope to use online journals more effectively to evidence children's significant learning. Most parents find the learning journals convenient and useful. A planned workshop for parents will identify ways to make the journals more accessible and useful.

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 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

- Overall, most children are making satisfactory progress in communication and early language. Children take part in daily conversations with adults at their focused welcome time. They are keen to share their ideas and experiences. A few children access books, enjoy sharing experiences and most listen attentively to a story played on a large screen. A few children show an interest in writing for a purpose, for example, when signing in or writing their name on artwork. Most children can recognise their name, including children new to the setting. Practitioners recognise that the majority of children require opportunities to apply and develop further their early literacy skills. Practitioners should ensure they work together to provide challenging, meaningful environments and experiences that enable children to apply their skills.
- The majority of children are making satisfactory progress in mathematics. Almost all children count confidently throughout their play. Children are developing an early understanding of volume as they fill and empty containers in the water tray. A few children show a developing understanding money as they sort and match coins using the interactive board. Children would benefit from access to real coins in their shop. They benefit from recent work to explore data handling. The majority of children will benefit from the whole school focus on improving numeracy and mathematics. Practitioners need to develop a shared understanding of high quality experiences that support children to build effectively on their prior learning and skills.
- Almost all children are making satisfactory progress in health and wellbeing. Children are caring towards each other and work well together to tidy up and share resources. Children are developing confidence and independence through daily routines such as snack and regular tooth brushing. Outdoors, children are developing their gross and fine motor skills as they play group games and take care of plants. The team should continue with their plans to extend and develop further outdoor learning. At present arrangements for access to the school playgrounds to deliver school lunches restrict and interrupt children's learning outdoors. Children are very enthusiastic about taking on responsibilities. The setting should take forward plans to develop increased opportunities for leadership and responsibility. Recent work on the wellbeing indicators and mindfulness is supporting children to explore their feelings and emotions. Children would benefit from a more progressive health and wellbeing curriculum.
- Throughout inspection activities children were observed to demonstrate a range of skills across the curriculum. The majority of children come to nursery with well-developed skills in literacy, numeracy and health and wellbeing. They benefit from a broad range of experiences. The team recognise that new approaches to planning, tracking and monitoring of children's

learning do not yet fully illustrate the added value of how they build upon children's prior learning and skills. The team have a clear plan in place to drive improvement in this area.

- The setting has a caring ethos where children are treated with respect. The team have started work to develop a charter alongside their rights respecting schools approach. Practitioners use their knowledge of children's specific needs and strengths to plan additional activities. This includes small group sessions to enrich children's early language and communication skills. The team now need to work with all stakeholders to assess the impact of these strategies and plan next steps.

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.