

Summarised inspection findings

Giffnock Primary School and Nursery Class

East Renfrewshire Council

26 June 2018

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

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

- The values of the school community were recently reviewed. Values relevant to early learning and childcare are clearly evident in the caring, respectful and nurturing approach underpinning the work and life of the setting. Practitioners should now explore how they can share the recently revised values more fully with children. In doing so they should seek to extend opportunities for children to develop their sense of themselves as effective contributors in the process of improving their setting.
- The practitioner team work well together. They are respectful, caring and supportive of each other. Practitioners are reflective and strongly committed to continuous improvement of their practice. With senior leaders, they use of the national self-evaluation framework to identify what they do well and what actions they need to take to improve further. Parents' views are regularly sought. The successes of improvement work are shared with parents through an attractive Big Book of Improvement, displays and social media.
- Individual leadership roles are supported and encouraged. These provide good opportunities for practitioners to develop their expertise and to take forward planned development. This is leading to improvements to the quality of provision and helping ensure parents are able to be more fully involved in children's learning.
- The setting is part of a neighbourhood network within the local authority. This enables practitioners to share practice with other settings and promotes a positive culture of improvement. As members of the network, practitioners benefit from a range of appropriate training and support. Recently, this approach to shared professional learning has supported the successful development of forest schools practice, providing exciting experiences for children to learn about the natural world. The linked development of nature study bags is helping to promote family learning experiences.
- Practitioners and the senior leaders regularly review the quality of provision. We discussed how this could be improved further with an enhanced focus on children's engagement in learning. The setting should now continue to develop practitioner confidence in using national guidance to evaluate the impact of developments.

2.3 Learning, teaching and assessment

good

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 interactions
- effective use of assessment
- planning, tracking and monitoring

- Children are very kind and caring. They have established good friendships, show consideration for each other and play together well. Relationships within the setting are consistently positive and nurturing. As a result children feel safe, cared for and at home in their playroom. Children demonstrate increasing independence and self-reliance at snack and changing for outdoor play. They are confident when using the interactive whiteboard to support their learning and find interesting information. Children are keen to contribute to the work and life of the setting and wider school community. They participate in Eco Schools experiences and the school pupil council. There is scope to further develop their early leadership skills.
- Children are becoming resilient and are encouraged to develop curiosity and creativity through forest school experiences and adventurous play in the school grounds. In the playroom and the enclosed outdoor space of the setting, children make choices from a range of interesting and attractive resources. Most practitioners are skilled in interacting with children and use praise and encouragement well. While most children sustain interest in chosen activities, a number of children were observed to be not fully engaged in their learning at times throughout the session.
- In planning learning, practitioners make use of floor books, observations and conversations to gather information about children's interests. They know children well and use their knowledge to shape experiences to take forward planned learning. A learning tree provides additional scope for children to explore specific interests. Practitioners should now review approaches to planning to enable children to play a more active role in leading their own learning. Considerations should be given to how responsive approaches might be further developed to increase challenge and motivation and enable children to apply and deepen their skills through play.
- The recently redesigned learning journals capture examples of children's achievements and notable experiences in the setting, at home and in the community. Parent comments indicate that the new journals help them to understand what children are learning and how to support children's learning at home. We found that most children were keen to share their journals and were able to recall and talk about their experiences. Practitioners should continue to support children to develop their use of the language of learning, to reflect on their learning and to plan what they need to learn next. Practitioners should, as planned, continue to develop effective observations to improve assessment for learning.
- Practitioners engage in regular professional dialogue to discuss the progress children are making in their learning. They monitor and track children's progress through their learning

journals and 'Look what I can do records'. They should continue to review approaches to tracking to ensure to ensure best possible progress for all children.

2.2 Curriculum: Learning pathways

- Children's health and wellbeing is a priority in the setting and school. Practitioners provide a good range of experiences to support children's development in this area.
- Practitioners use a wide range of experiences and outcomes from Curriculum from Excellence in planning children's learning. It would be helpful to reflect on the balance of adult and child-led learning to provide additional challenging opportunities for children to apply, to extend and deepen their skills in play.
- There are opportunities for children to develop skills in health and wellbeing, numeracy and literacy across their play. These now be developed and enhanced to ensure children experience a range of meaningful contexts to develop and apply their knowledge across the curriculum.
- The nursery makes good use of the local community, of parents and visitors to enrich learning and extend children's awareness of the world around them. Regular visits to Eastwood Park provide exciting opportunities for children to learn about the plants and animals living there and to explore the natural world. They should continue to develop approaches to encourage children to make links between what they are learning in the setting and employment and work in the local community.
- Transitions into nursery are well supported. Home visits, which include an early review of aspects of wellbeing, are effective in supporting children as they move to the setting. Arrangements for children moving on to the next stage in their learning in primary school are developing very well. Arrangements ensure good sharing of information at transition for all children. The development of play based pedagogy in primary 1 is helping to ensure continuity of learning experiences as children move on.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners welcome parental involvement in the nursery and encourage parents to become involved in their children's learning. Parents volunteer regularly and accompany children on forest walks supporting the learning.
- Parents are also invited to attend weekly 'coffee and chat' sessions and 'come and play sessions' in the nursery. They can access resources to support children's development in rhyming, maths and stories. Parents commented that these are helpful and also enable them to involve younger siblings in the learning.
- Parents are able to access and contribute to the nursery social media site where practitioners post interesting up- to- date information on children's experiences. Parents find this informative and easy to access.
- Recent changes to children's learning journals are popular with parents and they report that they feel more involved in the process. Practitioners send journals home at the end of each term and encourage parents to make comments and add information. As planned they should continue to build on this success.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion **very good**

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children's health and wellbeing is central to the provision in the nursery. Through the positive relationships, practitioners create a very caring environment where children are supported to develop their independence and make choices. Practitioners have a sound knowledge of the Getting it right for every child (GIRFEC) wellbeing indicators and use this knowledge to create a nurturing ethos where children's individual care needs are identified and supported. Prior to children starting nursery, practitioners use home visits to ensure they have a clear picture of each child. Through detailed discussion and sharing the indicators with parents they build up a holistic picture of each child. This enables them to identify any specific needs and ensure each child has a positive start in the nursery.
- Practitioners promote and role model positive behaviour in the nursery very effectively. They talk about the wellbeing indicators with children and through meaningful experiences support children to become aware of how to be safe, healthy and active. Practitioners encourage children to be responsible in the nursery and encourage them to respect themselves and other children. As a result of this approach children are well behaved, very caring towards each other and are developing good friendships. Planned visits to the local care home are helping children to become aware of the needs of the older generation. Practitioners plan to continue to develop this initiative. They are aware of the importance of giving children a voice in the nursery. Children are involved in making decisions about aspects of the provision, for example, choosing resources, selecting and purchasing snack and involvement in the pupil council and Eco-Schools projects. Practitioners recognise the need to build on this and continue to develop opportunities to involve children more fully and develop their early leadership skills.
- Practitioners attend training to enable them to fulfil their statutory duties in relation to providing early learning and childcare. They are clear about their role in ensuring children are kept safe. There are effective procedures in place to identify children who require additional support with their learning. Careful planning with other agencies helps practitioners to ensure identified children make appropriate progress.
- In the nursery, practitioners value all children and families and treat them with respect. They have created very strong relationships with families. They plan appropriate support when required to help improve outcomes for children and families. As discussed practitioners should continue to involve families and develop opportunities to celebrate diversity in a meaningful way with the children in the nursery.

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, children are making good progress in communication, early language, mathematics, and health and wellbeing. As discussed, practitioners should continue to develop strategies to fully involve children in planning and leading their learning. This will help to ensure all children are fully engaged in their learning and will support them to apply, extend and deepen their skills further in their play.
- In communication and early language most children are able to speak confidently to adults and to each other. They are developing good vocabulary to share their thoughts and ideas in more detail. Most children show interest in early writing and confidently attempt to label their artwork and copy other words that are of interest to them. A few children are progressing particularly well in emergent writing and are able to produce work of a high standard including writing shopping lists and recipes. Practitioners now need to increase the opportunities for these children to apply and extend their writing in self-directed challenging contexts. This will ensure children make the best possible progress. The majority of children listen attentively to stories in small groups and can recall information and make predictions. A few children show an interest in books and access them independently. Practitioners should review their current procedures for storytelling and make appropriate adaptations to encourage all children to develop their love of books.
- In numeracy and mathematics most children are confident using numbers up to ten through the use of board games and digital technologies. Most children show good number recognition skills and demonstrate this during their play. A few children are able to use and identify numbers greater than ten. Children are developing their understanding of weight and measurement as they bake, make dough and experiment with water outdoors and in the mud kitchen. Most children show an interest in learning about shapes as they work in the block play area and are developing an understanding of measurement and using mathematical language as they whittle sticks in the outdoor area. Practitioners should continue to use children's interests to provide more challenging opportunities to allow them to extend and apply their learning in play. A few children would benefit from more consistent adult intervention in order to maintain their concentration in their play and support them to make better progress.
- In health and wellbeing children are becoming confident individuals. Through discussion about options for snack, they are learning about healthy choices. They are forming positive relationships with each other and understand the importance of being respectful and responsible. Through planned experiences children are developing good physical skills as they take part in a range of activities.

They are learning to take risks in the outdoor area as they negotiate the uneven ground and access the hammock and rope swing.

- Children are developing an awareness of sustainability through recycling and involvement in litter picking and members of the eco-committee have been involved in monitoring the use of electricity.
- Parents are starting to contribute to children's learning journals and share their achievements and special events from home. Practitioners should explore ways of tracking children's wider achievements to help them more consistently build on prior learning.
- Practitioners are supportive of all children and seek help from other agencies to minimise any barriers to children's learning.

Choice of QI: 1.1 Self-evaluation for self-improvement

- Collaborative approaches to self-evaluation
 - Evidence based improvement
 - Ensuring impact of success for children and families
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- Self-evaluation is embedded within the setting. Senior leaders provide effective leadership for self-evaluation for self-improvement. Practitioners work well together. Practitioners and the senior teacher regularly discuss the quality of provision. Monitoring of provision could be improved further to ensure consistently high quality experiences for children.
 - Practitioners look outwards beyond the setting. They share in professional dialogue with colleagues across the local neighbourhood network. This is helping create a positive ethos for improvement.
 - Practitioners use national self-evaluation frameworks in partnership with other settings in the local area. This is helping to identify what they do well and what actions they need to take next to improve. There is scope to explore further tools to support effective self-evaluation in the setting and to evaluate the impact of change in more depth. This might usefully include making use of involvement scales, challenge questions and illustrations of highly effective practice. It would be helpful for practitioners to revisit national practice guidance as they continue to develop high quality early learning pedagogy.
 - Parents are involved in evaluating aspects of the life and work of the setting. Practitioners make effective use of a range of approaches including weekly drop in sessions and social media to gather their views. Parents are kept well informed about how their views help shape the work of the setting. Practitioners could usefully continue to develop approaches to further involve children in evaluating and improving aspects of provision.
 - Senior leaders meet with practitioners to discuss the progress of children in the setting. Discussion also considers steps to ensure that any barriers to wellbeing are understood and overcome. Practitioners in the setting recognise that they now need to further improve observations for effective assessment and approaches to tracking across the curriculum. Information from baseline assessment at the start of primary 1 contributes to informing planning for improvement.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.