

Summarised inspection findings

Brora Primary School Nursery Class

The Highland Council

27 May 2025

Key contextual information

Brora Nursery Class is situated within Brora Primary School in the village of Brora. Children access two large playrooms, outdoor areas and facilities in the school, such as the gym hall. Children attend between the age of three and until they begin primary school. There are currently 15 children registered. A maximum of 20 children are able to attend at any one time between the hours of 9 am and 3 pm during term time. The headteacher has overall responsibility for the nursery class. There are three early years practitioners and three support workers.

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

- Practitioners have established very positive relationships with all children. There is a warm, welcoming and calm atmosphere in the nursery. As a result, children feel safe and secure in their environment as they play. Almost all children are highly independent and confident to explore both playrooms when they choose. Practitioners ensure resources are available and accessible to all children. This supports children to make their own choices about what they engage in and supports their independence. Practitioners should continue to review their resources and approaches to ensure children have opportunities to develop further their creativity and curiosity.
- Children learn skills in digital technology through a variety of resources, such as programmable toys, digital cameras, laptops and the interactive whiteboard. Children enjoy researching their interests to deepen their knowledge, for example, finding out the length of dinosaurs. As planned, practitioners should continue to develop children's digital skills through providing a wider range of opportunities.
- Practitioners have sensitive and nurturing interactions with all children. They know each child very well as an individual. This enables them to know when to intervene to support children and when to observe. Practitioners listen to children's ideas and views and respond very well to these. They are skilled in asking children open ended questions to explore children's thinking. Practitioners provide effective and knowledgeable commentary during interactions which supports all children to be engaged in their learning.
- Practitioners record observations of children using an online tool and pupil profiles. These are focused on significant skills children gain as they play and learn. Practitioners have high expectations of children. All children access their profiles to revisit prior learning and talk confidently about what they remember. They enjoy sharing their learning with their peers and other adults. Parents have opportunities to contribute to pupil profiles and receive updates regularly on their child's progress. Practitioners detail appropriate and challenging next steps for children which are reviewed and updated regularly.

- Practitioners have reflected well to develop an approach to planning that is effective for their setting. This includes a good balance of responsive and intentional planning which focuses well on children's voice. Practitioners should continue to develop planning approaches further to ensure broader coverage of the curriculum.
- Practitioners track children's learning and development appropriate to their stage of development. They understand children as individuals and support them well to make continuous progress. Senior leaders and practitioners should continue to develop effective monitoring systems and processes further, such as the use of observations. This will help practitioners to develop their practice, knowledge and understanding when supporting children's learning. Practitioners should continue to visit other settings to support their professional learning further.

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

good

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
-
- Children make good progress in communication and early language. Most children ask questions confidently and share enthusiastically, their ideas and suggestions. They sing familiar songs and identify rhyme accurately. Most children demonstrate emergent writing skills and a few children form letters successfully. Almost all children engage very positively with books and stories throughout their play. They use these to find out more information and are curious to start to read. A few children recognise words and share stories with their peers.
 - Children make good progress in mathematics. They are developing their mathematical language, such as positional language and successfully identify two dimensional shapes. Children confidently use measure in their play, such as measuring their own heights. Children count to 10 and match and sort patterns and colours. Practitioners should provide more opportunities for children to develop their skills through real life experiences and contexts.
 - Children make good progress in health and wellbeing. They access outdoors where they successfully climb, slide, run, jump and balance. They understand the importance of keeping themselves fit and healthy through exercise and manage risk well. Children develop their fine motor skills through a range of sensory play experiences. They prepare their own snack independently, collect their lunches and maintain their own level of care. Children are aware of the wellbeing indicators and are reminded of these as they play. Children understand the importance of good hygiene and follow instructions well.
 - Children are making good progress in their learning over time. Practitioners have implemented an effective tracking system which demonstrates the progress children make over time in literacy and numeracy. Practitioners identify appropriate and challenging next steps and detail when children have achieved these. Practitioners now need to track across all areas of the curriculum.
 - Children's achievements at nursery and home are recognised, captured and celebrated well. They use their 'WOW wall' to demonstrate and celebrate children's developing skills such as independence and communication. Practitioners should now explore ways to track these to develop a holistic view of each child. This will help to identify children who need further opportunities.

- Practitioners know children and their families very well. They have strong, positive relationships and signpost families to supports if required such as services, foodbanks, clothing and financial support. Parents are keen to be involved in the life of the nursery and enjoy family learning opportunities that staff provide them with. As a result, the needs of all children and their families are well met.

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.