

Summarised inspection findings

Clydeview School and Nursery Class

North Lanarkshire Council

19 February 2019

Clydeview Nursery Class is situated within Clydeview School. Children who attend the school and nursery class have additional support needs. At the time of the inspection, the roll in the nursery class was 14 with eight children attending in the morning and six children attending in the afternoon. The newly appointed headteacher of the school has responsibility for the leadership and management of the nursery. Children are offered placement in the nursery class as a result of an authority allocation panel system.

1.3 Leadership of change

unsatisfactory

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

- Practitioners and the headteacher have recognised the need to agree, together with stakeholders, a set of core values and devise a shared vision. This will underpin all of its work with children, families and the wider community. Aims should be identified that are suitably ambitious for all learners. They should reflect current thinking about best practice in early learning pedagogy as well as the unique context of the setting.
- Responsibility for the leadership of the nursery class has changed over the past few years to a variety of different senior management team members in the school. As the school and nursery moves forward, there is a need to clarify leadership roles and responsibilities for the nursery class. This will help ensure effective lines of communication are in place with more strategic leadership. The newly appointed headteacher, who presently has responsibility for the nursery class, has focused on getting to know practitioners and children. Practitioners now feel valued and included in the life of the school. As a matter of urgency together with the headteacher, practitioners now need to increase the pace of change, including focussing on children's wellbeing.
- Practitioners are committed to improving their practice. They now need support and further professional learning opportunities to improve the learning experiences, engagement and outcomes for children. Visits to other establishments would support practitioners' professional learning further.
- Practitioners should develop skills in evidencing evaluations, for example, using the challenge questions for identified quality indicators in How good is our early learning and childcare? This will help guide their thinking and to enable them to look more critically at their practice in an informed way. Collective strengths and areas for development are not yet drawn from a sufficiently wide range of evidence.
- The current school and nursery improvement plan (SIP) identifies priorities for improvement that are appropriate to the nursery class. These priorities should be reviewed and prioritised to implement actions that will lead to improved outcomes for children. There also needs to be

opportunities for practitioners to work with staff in the school to implement and develop a shared understanding of these priorities.

- Practitioners should develop opportunities for children to take on leadership roles in the nursery such as snack helpers. They should engage with national guidance on pupil participation to ensure there are opportunities for children to have a voice.
- As a matter of urgency, practitioners now need to implement change and improvement across many aspects of the nursery class including improving the wellbeing of children, learning, teaching and assessment and the curriculum. There should be an immediate focus on improving how children are supported in their learning and implementation of professional learning for all practitioners about children's rights. As they work with practitioners to bring about improvements, the senior leadership team should closely monitor the impact of change to ensure there are better outcomes for children.

2.3 Learning, teaching and assessment

weak

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

- Interactions with practitioners result in the majority of children engaging with their learning most of the time. Practitioners enable children to make positive choices and to learn how to respond well to challenging situations. Children respond well to stickers and small tokens to reward their positive actions. Almost all children show a keenness to learn and engage in experiences both indoors and outside. In order to allow children to be more fully engaged in their learning, practitioners should develop a total communication approach for individual children. This will help reduce the times when children become upset, as they are not fully aware of what is happening in the nursery and what is expected of them.
- The majority of children concentrate well on their chosen activities during free play and exercise choice by selecting from available resources to support their learning. However, for much of the time, practitioners are not supporting and extending children's learning, particularly during free play experiences. There is scope to increase stimulating learning opportunities that capture children's interest and imagination, particularly in the outdoors.
- The routine of the setting day does not yet support high quality learning. There are long periods of time when children are waiting to take their turn in activities, such as at welcome time. Practitioners should work together to agree effective strategies for managing the structure and improving the rhythm and pace of the day. This should ensure that the pace of learning is brisker and that all children are fully engaged and challenged in their learning.
- Practitioners recognise the importance of offering children real-life learning opportunities, such as going to the supermarket to buy food. Children have enjoyed the experience of caring for animals and learning about their development. Previously, children benefitted from their weekly outings using the school mini-bus to widen their learning experiences in a different contexts. However, this has not happened this term. Practitioners should explore how this can be implemented once again to extend children's learning experiences.
- Approaches to planning learning are mostly adult-led and activity based. Practitioners should give children the opportunity to lead their own learning.
- Practitioners' observations are recorded in notebooks and describe children's participation in learning activities. They now need to develop their practice in gathering observations by recognising, noting and evaluating significant learning in a more formal way. This will help ensure that identified next steps become personalised for each child.

- Children's progress is not yet tracked or monitored systematically. As a result, practitioners are unable to make confident judgements about children's progress and achievements. It is important for practitioners and senior managers to have a clear overview of the progress children are making within the setting. They should use information they gather to ensure continuity and progression within and across Curriculum for Excellence levels.

2.2 Curriculum: Learning and development pathways

- Planning for all children follows Curriculum for Excellence. The headteacher and practitioners need to work together to develop a curriculum rationale which reflects the unique context of the setting. This needs to be informed by national practice guidance such as Building the Ambition. There also is a need for practitioners to engage in further professional learning to extend their knowledge and understanding of Curriculum for Excellence. As they develop their understanding, practitioners should ensure that the curriculum provides suitable depth and challenge for all children. This will ensure that practitioners share high expectations and aspirations for children's learning and will assist them in providing greater depth, choice, challenge and progression in children's learning.
- Practitioners and the headteacher should develop a manageable way to keep track of the range of experiences available across the curriculum. This will help practitioners to identify where they need to improve learning experiences across the curriculum. For example, looking in depth at provision for outdoor learning.
- Practitioners should continue to develop learning experiences for children making use of the surrounding local environment. Practitioners should consider ways to offer better opportunities for children to be more independent in their learning. This will provide opportunities for children to experience success, and build resilience and confidence in themselves as learners.

2.7 Partnerships: Impact on children and families – parental engagement

- Before children attend nursery, practitioners engage with parents and carers through a home visit. This helps to gather pertinent information to improve the transition from home to the nursery class. Information is shared with parents about children's learning and progress in both formal and informal ways. A home school diary is sent home every day and is completed by most of families.
- Parental engagement now needs to be developed further to have a sharper focus on learning. This will help ensure parents have a clear understanding of the progress their children are making as a result of their nursery experiences. There needs to be more opportunities for parents to attend nursery with their children to understand what they are learning and enable parents to support this learning at home.

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

unsatisfactory

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

- Across the setting, there is a need to develop a shared understanding of wellbeing and children's rights. While practitioners have knowledge of the wellbeing indicators, these are not a strong feature of the approach to securing children's wellbeing. Practitioners should proceed with their plans to work with children to support their understanding of each of the wellbeing indicators. As this develops, consideration should be given to how to promote children's awareness of their own and others' rights. There is scope to develop children's early leadership skills. Practitioners should explore ways to encourage children to express their choices and opinions.
- Practitioners work with a range of partners to meet the health and wellbeing needs of children. On occasion, practitioners use a picture exchange system appropriately to help children with their learning. This could be enhanced further by the use of appropriate total communication for individual children. At times, children are unclear about what is happening in the nursery and how to access the learning experiences fully. A few children are unable to express their wishes and needs due to the lack of an individualised communication system.
- In line with education authority guidance, the nursery is currently transitioning to a Getting it right for me (GIRFME) approach to identifying and recording children's needs and progress. This needs to be reviewed as the targets are not yet measurable to allow progress to be identified. Regular multi-agency meetings take place with parents to discuss the progress children are making and to plan for appropriate interventions to support their learning.
- The school and nursery class, together with the education authority need to review and improve their approaches to safeguarding and child protection. The school and nursery class were not able to provide child protection policies or guidance documents which are relevant to the nursery class. As a matter of urgency, there should be a review of child protection documentation to determine if appropriate action has been taken when child protection concerns have been raised. The headteacher, as child protection coordinator, requires support from the education authority to ensure that everyone is aware of procedures for the reporting and recording of concerns and that information is stored appropriately. Practitioners would benefit from further child protection training to ensure they are able to undertake their responsibilities appropriately.
- Practitioners and the headteacher should work with other agencies to ensure the progress and wellbeing of care experienced children experience is monitored and that interventions and

supports are appropriately recorded in files. A review and analysis of all incidents and accidents should be carried out to improve the wellbeing and safety of children. In the recording of incidents, practitioners should provide more detailed information and specific interventions should be identified to reduce the high number of incidents.

- Practitioners support inclusion but now need to ensure that children are making sufficient progress to fulfil their potential. They should continue in identifying potential barriers to learning for individual children and supporting children and families to overcome them.

3.2 Securing children's progress

weak

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 demonstrate a range of skills and developed abilities across the curriculum. However, in dialogue with the headteacher and practitioners they were unable to evidence children's progress over time. They were therefore unable to articulate the value added of the experiences provided in the setting. Inspection activity was also unable to track the value added by the setting
- Children are observed to demonstrate a range of skills in literacy and numeracy. A few children use sentences when communicating with other children and practitioners. Almost all children enjoyed listening to stories and on a few occasions relating the themes to their own personal experiences. A few children use single words and a few use other approaches to communicate such as gesture. The children in the nursery enjoy, along with local children, listening to stories in a local community resource. A few children demonstrate an early awareness of early reading concepts including rhyme and letter sounds. Children would benefit from the opportunity to mark make independently.
- Almost all children enjoy numeracy and mathematical activities. They have opportunities to use these skills within the nursery such as at snack time when they choose a set number of snack items. A few children can count confidently to 20, others to 6. A few can recognise a range of shapes and use mathematical language, for example, to compare sizes.
- In health and wellbeing, children are developing their fine and gross motor skills through participating in a variety of physical experiences indoors and outside. They have weekly sessions with a physical education teacher who develops their physical skills using a range of appropriate resources. Children also enjoy taking part in dance sessions played on the smart board which improves their physical skills further. Musical skills are developed during a weekly session from a musician where the children enjoy making sounds with a range of musical instruments. Almost all children are developing skills in the use of digital technology, particularly in the independent use of the interactive white board. Their digital skills could be developed further by using a wider range of resources independently, for example, a camera.

- Practitioners need to continue to gain a deeper knowledge about how children develop skills and understanding in literacy, early language, numeracy and early mathematics. As this knowledge develops, practitioners need to build consistently on what children already know and have achieved to ensure they make as much progress as possible. Practitioners need to discuss children's learning with each other in a more meaningful and purposeful way.
- Practitioners support children's learning and achievements by offering praise and encouragement. They should continue to work toward celebrating what children have achieved outside the setting. Parents should be encouraged to share achievements from home in the home school diary. Achievements from the nursery and home should be documented and tracked. Overall, there is scope to build upon children's experiences more effectively so that they are fully active participants in the life of the nursery, school and the local community.

Setting choice of QI : 2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

- Practitioners are committed to improving transition processes for children. Arrangements are currently in place for practitioners to visit children at home and in their nursery setting before they attend Clydeview nursery class. These visits enable practitioners to observe children and talk to parents, carers and staff about children's likes and dislikes. There now needs to be more robust approaches to ensuring children's needs are identified before they begin in nursery. Specific interventions such as communication systems need to be in place to enable children to interact with practitioners and with each other.
- The headteacher and practitioners have recognised the need to improve transitions from nursery to P1. Children need to be better supported to understand changes in routines and structures associated with the school day. There needs to be improved systems for sharing of information between the nursery and school setting.
- As the nursery improves approaches to tracking progress, practitioners should work closely with school staff to ensure children are building on the skills they have developed in the nursery class. This will ensure there is clear progression in their learning.

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.