

Summarised inspection findings

Grange Primary School Nursery Class

Angus Council

21 January 2020

Key contextual information

Grange Nursery Class is based within Grange Primary School and serves the area of Monifieth, Angus. It consists of two playrooms and an outdoor area. The nursery provides placements for 50 children at any one time, aged three and over. The current roll is 47. Children attend for either morning or afternoon sessions.

2.3 Learning, teaching and assessment

excellent

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

- Children thoroughly enjoy their time at nursery and arrive eager and excited to explore, investigate and learn. Almost all children engage very well with a range of purposeful, high-quality learning experiences that motivate and challenge them, both indoors and outdoors. The wide range of interesting, open-ended materials support children to be curious, creative and imaginative and sustain their interests for extended periods.
- Practitioners nurture, value and respect children's rights and fully embed this in practice. As a result, almost all children are confident, independent and make purposeful choices and decisions about their play. Highly skilled practitioners encourage children to share their views, ideas and experiences, that in turn influences curriculum planning, learning experiences and improvements within the setting.
- Practitioners have a sound understanding of how children learn and support them exceptionally well. Differentiated learning experiences consistently meet the needs of individual children. In addition, a targeted approach is used extremely well to support or challenge individual children in their learning. This adds value to learning and development and has a fundamental impact on children's progress and outcomes. Practitioners' highly skilled use of questions and intentional interactions supports children's thinking skills and deepens their learning very well. Their innovative use of digital technology is developing children's confidence and skills in digital literacy and early coding.
- Practitioners have high expectations of children. Their approach to recording observations of children's learning is a model of best practice. These observations are of consistently high quality and focus clearly on significant learning, to build a clear picture of children's achievements and developing skills. As a result, practitioners have a deep knowledge of children as learners. They share willingly this system with other early learning and childcare settings locally, as an example of highly effective practice. Practitioners make robust judgements about children's progress. Children's individual next steps in learning are relevant and influence curriculum planning. Practitioners make appropriate use of National Benchmarks to support the assessment of children whose progress is beyond the expected standard. Practitioners within the nursery work collaboratively with colleagues in P1 to reach a shared

understanding of children's progress across the early level. Senior leaders are progressing plans to extend this moderation approach beyond the setting.

- Practitioners use children's individual folios and an online app to demonstrate clearly children's achievements and progress in learning. They use these very well to encourage and support children to reflect on their learning. They naturally support children to develop the shared language of learning. A next step is for practitioners to explore a range of ways to encourage children to reflect on their learning and to identify what they might learn next.
- Practitioners' intentional and responsive planning ensures children's interests are captured and promoted. Planned learning experiences are based upon practitioners' sound knowledge of children as learners. The well-considered blend of child-led and adult-initiated planning provides children with a wide range of high-quality experiences to promote challenge, depth and progression in learning.
- Practitioners use digital technology very well to communicate with parents and to engage them in their child's learning. They hold meetings three times per year to provide parents with up-to-date information on their child's progress and next steps in learning.
- Senior leaders carry out robust tracking and monitoring of children's progress in early literacy and numeracy. They use this information very effectively to identify potential barriers to learning and where children require additional challenge. Practitioners make highly effective use of this information to inform curriculum and individualised planning. Short, adult-led sessions provide targeted support for children to ensure they continue to make the best possible progress in learning.
- Practitioners support children who require additional support with their learning exceptionally well. Their nurturing approach and highly skilled interactions support children to be fully included within the setting and make sustained progress in their development and learning. Practitioners' individual planning for children identifies clear strategies to support learning. They review these plans regularly to ensure strategies continue to be effective in improving outcomes for 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

excellent

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
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- Almost all children are becoming confident, independent and resilient learners, as a result of the rich, stimulating learning environment created by practitioners. Children develop and apply their skills across learning through imaginative and real-life contexts. Practitioners can demonstrate that all children have continued to make sustained progress in their learning since starting nursery.
 - Children are making excellent progress in health and wellbeing. They confidently share how they feel and have an understanding of different emotions and feelings. Children develop social skills well and play cooperatively with their peers. Practitioners support this very well through the use of the nursery's 'Green Choices' approach to promoting positive behaviour and respect. Children are aware of how to improve their fitness and health. They share examples such as, eating healthy food and daily exercise including walking, running and yoga. Practitioners provide a wide range of stimulating and challenging experiences both indoors and outdoors. As a result, children develop a range of gross and fine motor skills. Children confidently engage in risky play and talk with understanding about the benefits and how to keep safe.
 - In early literacy and language, most children are making very good progress. Children's vocabulary is extending very well as a result of practitioners' skilful interactions. For example, practitioners use relevant contexts to support children's understanding of the word 'strategy'. Most children are confident communicators and are learning about listening and taking turns to talk during conversations. Practitioners use highly innovative approaches to promote a love of reading. The Reading Café and sharing stories with parents through the online app has resulted in children's increased interest in books. Children recall confidently key characters, describe events and predict what might happen next. They recognise initial letter sounds, are becoming familiar with rhyme and confidently tap out syllables of every-day words. Children's emergent writing is developing well. There is potential to increase levels of challenge for those children who are ready to develop further their early writing skills.
 - Almost all children are making excellent progress in numeracy and mathematics. Practitioners' targeted approach to supporting early numeracy and mathematics is adding value to children's learning. A few children are making progress beyond the expected standard. Children develop their use of number exceptionally well through play experiences. This includes developing an understanding of quantity, counting on and back from different starting points and simple addition and subtraction. Children use these skills extremely well to problem solve. Practitioners support children's early awareness of fractions, as they share out objects and cut

fruit. Real-life opportunities enable children to recognise coins and develop an understanding of how money is used. Children use appropriate mathematical language as they make comparisons in length, height, weight and capacity. Practitioners use digital technology extremely well to support children's use of positional and directional language. Practitioners encourage children to recognise shape and 3D objects, for example, when taking part in a 'shape walk' within the community.

- Specific, whole school projects are supporting children to become aware of global issues, such as the effects of plastic waste on sea creatures. Floorbooks demonstrate children's awareness and understanding of the impact of waste on the environment and the importance of recycling.
- Practitioners recognise and celebrate children's successes within the nursery through individual folios, displays and the online app. Parents are encouraged to share children's achievements from outwith the nursery by contributing to folios and the online app. This provides practitioners with information on children's involvement in activities and events outwith the nursery, which influences their curriculum planning. All children have significant and meaningful opportunities to contribute to the life of the school and community and to develop skills of early citizenship. This includes links with community groups to support planting in the town centre and intergenerational work. In addition, the Making a Difference group, solely for children in the nursery and in P1, promotes their understanding of recycling within the school and local community. As the school's 'eco warriors', they learn about equity and sustainability by helping their parents to run a pop-up-shop for recycled uniforms.
- Senior leaders and practitioners create a highly inclusive learning environment to support all children to make the best possible progress in their learning. Senior leaders and practitioners make excellent, robust use of the wide range of data available to them, to identify potential barriers to learning. This data is meticulously analysed by school leaders and practitioners, in order to influence future learning experiences and targeted support for children. Regular professional dialogue, evaluation of strategies and robust monitoring by school leaders and practitioners ensures children continue to make sustained, strong progress in their learning. As a result of this outstanding practice, practitioners are reducing the attainment gap.

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.