

# Summarised inspection findings

**Sacred Heart Primary School Nursery Class**

North Lanarkshire Council

17 March 2020

## Key contextual information

The nursery class is situated in the primary school. It is registered to provide early learning and childcare (ELC) for 20 children at any one time. At the time of inspection 37 children aged between 3 and 5 years attend on a part time basis. The headteacher has responsibility for this nursery class and Orbiston nursery class which is located on the same street as the school.

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

- There is a calm, welcoming ethos in the nursery class and this helps children settle well into nursery routines. There are very positive relationships between practitioners, children and their families. For almost all of the session, children are able to choose where to play. Adults in the playroom invite children to join them for a few adult-led activities but care is taken to ensure their play is not interrupted or diminished as a result. The majority of children lead and sustain their play well. However, a few children tend to flit about the playroom and do not sustain their concentration well. Practitioners should continually review the opportunities for play both in the indoor and outdoor environments. In doing so, they should identify when it would be advantageous to add resources or adapt areas to enable children to deepen their learning, for example, in the large construction area. There is scope to provide children with more opportunities for play contexts which develop children's creativity, curiosity and inquiry.
- When given the opportunity, children relish opportunities for outdoor learning. Due to a variety of reasons, children's outdoor learning is very limited. The team should consider how they could increase the choice and amount of time children have to spend outdoors. In doing so, they should review the outdoor learning environment to ensure it promotes stimulating and exciting learning across the curriculum.
- Practitioners interact very sensitively and respectfully with children. They are very kind and attentive and have a sound knowledge of children's development needs and interests. They now need to make effective use of what they know about children to ensure all benefit from appropriate support and challenge in their learning. Practitioners converse with children in a way that supports children to think about and extend their learning.
- The use of digital technologies is at an early stage of development. A few children make use of the whiteboard to listen to favourite songs or rhymes. There is considerable potential to increase the opportunities children have to engage with digital technologies.
- Practitioners assess children's progress at different points of the year. They record aspects of children's learning and document this within children's learning journeys. They are developing their skills in detailing and recording what children are able to do. Children are proud of their learning journeys. Parents review these at different points during the year. There is potential to develop the learning journeys further. In doing so, the team should develop new approaches to

enable children to have greater ownership and make better use of them as a tool for talking about and reviewing their learning. It would also be helpful for parents to be able to review these out with the setting.

- Practitioners are developing new approaches to planning which take account of children's interests and development needs. They identify learning intentions and success criteria for each plan and meet weekly to discuss and review planning. They have created a helpful planning wall for parents which highlights and explains the key areas of learning. It would be important that practitioners to involve children more in the planning process.
- Practitioners are at the very early stages of tracking children's progress. The senior leadership team should support the team in developing approaches to tracking children's progress.

## 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
- 
- Children are making satisfactory progress in communication and early language. The majority of children are keen to converse with familiar adults and each other. A few seek out visitors to talk to about their play and experiences. During small group work children listen well to practitioners and other children. A few children use their developing vocabulary well as they play in different contexts, for example, imaginative play. A few children choose to mark make in different areas of the playroom. Across the playroom displays, there are positive examples of children's drawings and representations. Most children recognise their name as they self-register and at snack. Most children enjoy listening to adults reading to them, with most able to identify key features of books. They can answer a range of questions about familiar stories. A few children choose to look at books independently.
  - Overall, children are making satisfactory progress in early mathematics. The majority of children count as part of their play and routines. A few demonstrate a good knowledge of numbers and make good attempts at ordering numbers within 10. As part of their sand and water play children are beginning to gain an understanding of volume and use appropriate vocabulary. There is considerable scope to develop children's early mathematical skills in shape, time, money and information handling.
  - Most children are making satisfactory progress in health and wellbeing. This is a strong feature of the setting. Almost all children cooperate and play very well together. They are able to share how they are feeling and to identify and discuss different emotions. They are learning about the importance of healthy lifestyles in different ways such as talking about the healthy choices they make at snack. Most children are aware of the need to wash their hands before they eat and most are able to dress themselves for outdoor play.
  - Children's achievements are captured and celebrated in different ways. Children enjoy sharing their achievements from home. 'Star of the week' awards are awarded to children when, for example, they demonstrate one of the wellbeing indicators. As a result of regular visits to the local community, children are learning about their local area and the people who work in it. Children enjoy and benefit from their weekly visits to the local YMCA building and grounds where they are developing a range of skills such as teamwork and resilience.
  - Practitioners are committed to ensuring that all children are welcomed and included in the setting. They support the needs of children and families by accommodating children for different and additional sessions. The setting has a lending library which enables all children to access and share books at home with their families. Practitioners work well with a range of

professionals to help all children to succeed. They should increase their use of visual aids to support children, particularly those new to English. They should review the cost of different events within the school year and the subsequent financial challenge this may have for families.

## 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.