

# Summarised inspection findings

**St Paul's (Shettleston) Primary School Nursery Class**

Glasgow City Council

16 May 2023

## Key contextual information

St Paul's Primary School Nursery Class in Shettleston, Glasgow is registered for 80 part time places for children aged three years to those not yet attending primary school. The current roll is 46 in the morning and 12 in the afternoon. Children access five morning or five afternoon sessions during term time. Parents can access additional hours to make up their child's hours to 1140 hours and extended hours within other establishments in the area. The practitioner team consists of four full time equivalent Early Years Practitioners. They are supported by a lead practitioner for attainment (LPA) two days each week. The setting is managed by the headteacher of the school who has overall responsibility for all aspects of the service.

### 1.3 Leadership of change

**weak**

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 nursery vision, values and aims were established in partnership with parents and children when the headteacher took up post ten years ago. Practitioners should ensure that these reflect the needs of the current nursery cohort of children and parents. These should be simple, easy to access and meaningful for children and parents.
- The headteacher joins nursery staff meetings regularly and has identified areas for improvement together with staff. They have created a clear improvement plan for the nursery. All practitioners are responsible for developing priorities within the nursery. For example, there have been a few improvements to literacy, numeracy, and the outdoors. In moving forward, the headteacher should provide clearer direction to the work of the nursery to ensure improvements made are high quality and in line with national guidance. The headteacher and practitioners need to continually ensure that changes made have a direct impact on improving outcomes for children. The headteacher should extend the leadership roles of practitioners to accelerate the pace of change.
- Practitioners have undertaken a few opportunities for career-long professional learning (CLPL) this session. They should now take up opportunities to access the range of professional learning opportunities available through Glasgow City Council and visit effective settings more regularly. They have received effective advice and support from the LPA who works within the setting two days each week. The headteacher should work with practitioners to enable them to demonstrate the impact CLPL or support has had on improving the nursery and improving outcomes for children.
- Practitioners are aware of the national self-evaluation framework, How good is our early learning and childcare? They have not yet begun to use this guidance effectively to improve the nursery. Practitioners correctly identify the need to involve parents and children more in evaluating and improving the provision. Children have worked with staff to create a children's

charter and staff are beginning to develop an understanding of children's rights. The headteacher and practitioners should now provide children with opportunities for leadership roles to contribute to improvement in the nursery.

- Overall, there are major weaknesses in the leadership of change. The headteacher, with the support from the local authority, should provide clear leadership and direction to the work of the nursery. In doing this, the headteacher should ensure children receive their entitlement to a broad range of experiences which are more child led. The headteacher should now establish robust monitoring and effective self-evaluation within the nursery to improve the quality of experiences and outcomes of children. The headteacher should ensure children receive their entitlement to a full morning or afternoon session.

## 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

- Practitioners are caring and provide a calm and welcoming environment for the children. As a result, children settle quickly into the nursery. Children feel safe and secure in the familiar surroundings during their play.
- All children are motivated to learn and show an interest in the world around them. Practitioners do not build on this interest to maximise learning opportunities in the playroom or in the outdoor play space. The headteacher should support practitioners to review the indoor and outdoor environments to ensure that learning opportunities encourage children to develop their curiosity, enquiry, and creative skills. Practitioners should use the national practice guidance 'Realising the Ambition: Being me' to support improvements and to develop a shared understanding of what a quality learning environment looks like. Practitioners should now work with colleagues in P1 to ensure children experience quality learning through play across the early level.
- Practitioners' interactions with children are positive and caring. They now need to review the balance of adult-led and child-initiated experiences. In doing so, they should focus on providing increased opportunities for children to make decisions, follow their interests and lead their learning as fully as possible.
- A minority of children need more targeted support to enable them to engage fully in their play throughout the session. The headteacher should work with the nursery team to ensure there is a consistent and effective use of visual symbols and signs to support children's communication and understanding.
- Practitioners record observations of children in their individual learning journey folders. The nursery team recognise that these need to improve so that significant learning is captured and clearly shows the progress that children are making across early level.
- Practitioners need to revisit national guidance to deepen their understanding of the planning cycle. They need to work together to streamline the current approaches to how they plan learning. In doing this, practitioners should focus on how they respond to children's ideas and interests. There is a need to align the planning of learning to the early level of Curriculum for Excellence (CfE). In doing this, staff will be able to measure children's progress through the level more clearly. Practitioners should now help children develop their use of the language of learning and for them to recognise themselves as learners.
- Children's progress across the early level is not yet tracked or monitored systematically. As a result, practitioners are unable to make confident judgements about children's progress and achievements. Practitioners now need to use the helpful guidance from the local authority to demonstrate improved outcomes for children.

## 2.2 Curriculum: Learning and developmental pathways

- Children benefit from an environment which is well lit and airy, with access to the outdoors and a range of play contexts indoors. Resources are too limited in some spaces. As a result, children do not show sustained engagement in their play. Children spend time in groups and take part in planned adult-led activities. Practitioners should review the pace and balance of the nursery session to ensure children have appropriate time for free play, including free flow access to the outdoors.
- Practitioners should continue to develop and explore the learning experiences that exist within the local community. They should ensure that these opportunities help children to develop an awareness of the world in which they live, including that beyond the local area. The setting benefits from outdoor grounds which offer considerable potential to provide rich learning experiences. These now need to be developed to promote curiosity, enquiry, and creativity across the curriculum. As children move into P1, they benefit from a planned programme of regular transition visits. Together teachers and practitioners should now develop a shared pedagogy across the early level. This should promote progression and continuity in learning.
- Practitioners take responsibility for developing early literacy and numeracy skills for the children in their group. They should now focus on ensuring that this planning is flexible and responsive to children's individual needs and interests. Practitioners should support children to lead their own learning. There is a need to ensure children have free access to high-quality resources.
- Practitioners should develop their curriculum planning in line with CfE. This will help to ensure children are accessing broad, balanced, and relevant experiences. Practitioners would benefit from developing a full understanding of CfE contexts for learning and the principles of curriculum design. This will enable them to plan for depth and challenge in learning.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners are committed to engaging parents in the life of the nursery following the COVID-19 pandemic. They provided recent workshops for parents with opportunities to explore some of the learning which is taking place in early literacy and numeracy. Parents have recently been involved in improvements to the outdoor space. The team should now explore ways in which they can involve parents more fully in children's learning and in the daily life of the nursery. This will help staff to enrich the curriculum, enhance the learning spaces and reflect the diverse contexts in which the children live.
- Prior to the pandemic, the nursery team used local resources such as Tollcross Park and the local library to provide meaningful contexts for learning. They should now build on this work to develop further links with the local community. Practitioners should look at ways to involve parents in learning and to share children's learning more fully. There is a need now to review the picking up times to ensure parents access a full session. They should work with parents to ensure they are aware of how they can access longer sessions and the 1140 hours in other establishments.

## 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.

### 3.1 Ensuring wellbeing, equality and inclusion

weak

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

- Overall, children are happy and enjoy being at nursery. Practitioners have warm, positive relationships with children and parents. On arrival, practitioners welcome children into the setting. They quickly choose from the available activities and resources. Children enjoy the company of their friends and adults. Practitioners promote and encourage respect. They encourage children to recognise and express their feelings appropriately.
- Practitioners' knowledge of getting it right for every child (GIRFEC) and the national wellbeing indicators is at an early stage of development. Practitioners should continue to develop their understanding of the wellbeing indicators and use these more extensively and effectively with children. This will help ensure a shared awareness and understanding across the setting.
- Practitioners promote children's wellbeing through a range of learning activities. Children enjoy accessing the extensive outdoor space and the primary school grounds. In doing this, they are beginning to build resilience, develop problem-solving skills and are learning to manage risk. Children should have more regular free flow access to the outdoors. They should have easy access to the waterproof clothing to encourage them to engage in messy play outdoors. There is a need to develop children's understanding of healthy eating and healthy lifestyles more fully through the work of the nursery. In doing this, practitioners should take steps to reintroduce the toothbrushing programme.
- Practitioners need to have a deeper understanding of their roles and responsibilities in fulfilling the range of statutory duties required. Individual care plans are in place for all children. The headteacher needs to ensure these are reviewed within legislative timescales to help with effective planning for individual children's care and learning.
- Practitioners correctly recognise children who may experience barriers to their learning or participation. Practitioners should ensure clear targets are set for children with additional support needs. Parents and partners should be fully involved in setting up these targets. They should now ensure they work with parents and partners to clearly identify, and record, interventions in place to support these children. These should be reviewed and measured regularly to ensure children make appropriate progress in learning over time.
- There is considerable scope for practitioners to develop children's independence further. Children could, for example, prepare and serve snack. Across the nursery, practitioners should take steps to enable children to express their views and make decisions about matters that affect them. This would allow them to take a more active role in the life of the setting.
- Practitioners work well with children who have English as an additional language to help them feel secure in the nursery. Practitioners should seek advice from English as an additional



language (EAL) support services on resources and strategies to ensure children make good progress in acquiring English.

- There has been a recent focus on developing children's understanding of their rights. Practitioners display children's rights in the nursery and in floor books. They should now take steps to ensure children can talk about their rights and what they mean in their lives.
- Overall, practitioners treat children and their families equally. Recently practitioners celebrated Chinese New Year with children. They should now introduce children to a wider range of cultures to help them value diversity and challenge any potential discrimination. To support this, practitioners should develop their knowledge and understanding of factors that may lead to discrimination. They need to review and develop the curriculum and resources further to ensure the wide range of children's cultures and languages are reflected in the nursery.

### 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

- As a result of the adult-led nursery experiences, children are not making the progress of which they are capable. Practitioners need to be more informed about children's progress across the early level.
- Progress in communication and early language is weak. A few children are developing their vocabulary and communicate confidently. All children need more opportunities to develop their early language skills. They need focused interactions that encourage simple conversations and the use of visual signs to support their understanding. Most children enjoy mark making and a few are writing their name. All children would benefit from more opportunities to write for real-life purposes as they play. Practitioners should encourage children to read and enjoy books more regularly. They need to extend opportunities for children to read and mark make across all areas of play.
- Progress in numeracy and mathematics is weak. The majority of children are developing counting and number skills, and a few are exploring measure in their play. There are too many missed opportunities to promote and use numeracy and mathematical language throughout the nursery. Practitioners need to provide children with opportunities to develop numeracy and mathematics within real-life learning experiences, such as baking.
- In health and wellbeing, children are developing their gross motor skills as they climb, run, jump, balance, and pedal in the outdoor area. Practitioners encourage children to put on and take off their own jacket as they enter nursery and get ready to go outside. These self-help skills could be extended further into other routines for example, snack time.
- There are limited examples of children's achievements in the setting and from home being recognised and celebrated. Practitioners should develop a shared approach to recording achievements particularly from out with the setting. They should look at ways to build on these achievements to continue to develop children's learning and skills progressively.
- Practitioners require support to ensure equity for all children. Practitioners are at the early stages of developing an awareness of the linguistic and socio-economic backgrounds of families and the development needs of children. They need to now plan for individual needs to support all children to make the best possible progress.

## 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.