

# Summarised inspection findings

**Granton Primary School Nursery Class**

The City of Edinburgh Council

21 July 2020

## Key contextual information

Granton nursery class is located in the main building of Granton Primary School. At the time of inspection, the total roll was 77 children, aged 3-5 years. There are 46 children attending the morning session, and 31 children attending the afternoon session. The setting has three inter-connected playrooms, and a secure outside area which is directly accessible from one of the playrooms. A new nursery building is being built in the school playground, and due for completion in April 2020. It will accommodate children for full-time and part-time sessions as requested, and in line with the 1140-hour entitlement from August 2020.

### 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

- The nursery team create a caring ethos with positive relationships between children and families. Children feel safe and secure. For the majority of the session, children play well together and are developing friendships. Children's levels of engagement during their play are variable. Practitioners should re-examine the flow of the session and evaluate what is working well. This should help them to recognise the changes they need to make to ensure all children experience sustained engagement in their learning.
- Practitioners interact with children in a way that is caring and supportive. Overall, adult interventions support children effectively when they are upset or need reassurance. In a few examples, practitioners make effective use of questioning but this is too variable. The nursery team needs to ensure a better balance between enabling and interrupting children's play. Opportunities to develop practitioners' understanding of pedagogy and high-quality early learning and childcare should support further this area for development.
- Children access tablets, an interactive white board and programmable toys to support and extend learning. The nursery team should continue to develop opportunities for children to develop their skills in the use of digital technology.
- Practitioners record observations of children in individual online learning journals. Senior leaders have identified the need to develop the quality and consistency of these observations. Practitioners should focus on the significant learning of individual children, and identify clearly their next steps in learning. Children and families need to be involved further in the online learning journals to support and develop conversations about learning.
- The nursery team, supported by the nursery teacher, plan together over a variety of timescales. Responsive planning is at the early stages of implementation. The nursery teacher is supporting the further development of practitioners' knowledge and understanding of the early level curriculum. Senior leaders are supporting practitioners to plan better to meet the needs of all children. Floorbooks record activities undertaken in the nursery linked to Curriculum for Excellence (CfE) experiences and outcomes. A shared understanding of the

purpose of floorbooks should ensure they are used by the nursery team to show progress of learning over time. Children do not yet have sufficient awareness of themselves as learners. Practitioners should continue to involve children in meaningful planning to support them to talk about, and have more ownership, of their learning.

- The depute headteacher and Senior Early Years Intervention Officer (SEYIO) track identified children using an approach to support spoken language skills and comprehension. Practitioners use local authority developmental milestones to identify children's next steps in learning, but these do not result consistently in planned learning. The tracking of CfE literacy and English experiences and outcomes is at the early stages of implementation. Senior leaders have identified the need to embed further the approaches for tracking children's learning in literacy and English. Practitioners do not yet track children's progress in numeracy and mathematics, and health and wellbeing. Their understanding of how planning, tracking and monitoring inter-relate needs to be developed further.
- Practitioners and teachers in primary one are developing partnership working across the early level. Practitioners' inclusion in moderation processes across early level, using National Benchmarks, should support a shared understanding of children's progress in early learning.
- Transition arrangements to primary one include visits to the wider school community. The nursery team share information with primary one colleagues about children's developmental milestones, and the impact of targeted interventions. The development of tracking systems and approaches to assessment should support practitioners and primary one teachers further to build upon what children already know and plan next steps in learning.

## 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

- The majority of children are making satisfactory progress over time in early language and communication, numeracy and mathematics and health and wellbeing.
- Children's progress in early language and communication is satisfactory. The majority of children listen well to others during their play, and follow simple instructions. A few children show an interest in early writing and mark making activities. They are beginning to draw pictures and talk about them. The majority of children recognise their own name, with a few children attempting to write letters. They enjoy familiar stories and rhymes with practitioners. Children do not yet apply their early language and communication skills in a wider range of meaningful and stimulating contexts.
- Children's progress in early numeracy and mathematics is satisfactory. The majority of children recognise a few numerals up to 10, and can count items. A few children recognise a wider range of numerals. They are learning about the relationships and properties of two-dimensional shapes and three-dimensional objects through increasing engagement in block play. The majority of children use a range of mathematical language to compare size and weight. They can describe direction and position well using programmable toys. Children now need to apply their early numeracy and mathematics skills across a wider range of contexts.
- Children's progress in health and wellbeing is satisfactory. Children are learning about good hygiene practices, and how these keep them safe and healthy. Most wash their hands before snack, and all children take part in the tooth-brushing programme. They are developing independence skills as they help prepare snack and get dressed for outdoor play. The majority of children enjoy physical activity during their time in the outside area. They use ride-on bikes, climb, run and move at different speeds with others in a designated space. Children do not have access to the outside area for large enough periods of the day. The nursery team should use national guidance to review and extend outdoor learning opportunities to maximise the benefits to children's wellbeing. Children are learning to become aware of their own feelings by taking part in an emotional check in each day. They are developing their understanding of how feelings can affect their behaviour. Children should now take more responsibility for their nursery, such as, taking part in risk benefit assessments with practitioners.
- Practitioners recognise and celebrate children's achievements and display them in the nursery. They should monitor the use of the display to ensure there is an equal representation of achievements for all children. This should include how the achievements develop children's confidence, responsibility and ability to take part in learner participation groups. Senior leaders

should develop an overview of wider achievements and associated skills, and plan experiences that support children's learning more effectively. This should support practitioners to have a more holistic view of each child, and link next steps in learning to meet children's needs.

- Practitioners treat children and their families with fairness and respect. They understand the challenges children and families face, and potential barriers to wellbeing and learning. Practitioners provide appropriate additional support to secure positive outcomes for children.

## 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.