

Summarised inspection findings

St Bridget's Primary School and Nursery Class

Glasgow City Council

14 March 2023

Key contextual information

St Bridget's nursery class is situated within the primary school. The nursery uses a playroom with a small adjoining room and has access to a small outdoor area. The outdoor area is not accessible during frosty weather due to safety concerns. Children attend from the age of three until starting school. The nursery is registered for 25 children at any one time. Currently, the roll is 33. Children access five morning or five afternoon sessions during term time. They do not access 1140 hours of early learning and childcare (ELC) at the setting. Children do not have lunch within the nursery. Children's attendance levels were low during the inspection. The two team leaders share responsibility for the day-to-day running of the setting. The nursery has experienced a significant level of disruption due to high levels of absence and changes in staff.

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

- Overall, there is a need for senior leaders in the school to improve the strategic leadership of change in the nursery. There is little evidence of strategic leadership over time from senior leaders in order to support the nursery team to implement change and improvement. Nursery team leaders and practitioners work well together. They are enthusiastic about making improvements in the nursery. They are resilient and support each other well through periods of change. As a team, they strive to do their very best to provide positive outcomes for children and families. Practitioners appreciate the support and leadership of the team leaders.
- All practitioners within the nursery have a shared understanding of what they want to provide for children and families. They take part in regular discussions about how they can achieve this. Moving forward, they need support from senior leaders in the school to develop an appropriate vision, values and aims for the nursery. They should involve parents and children in this process. This will help to ensure they reflect the context and hopes of the local community. Practitioners should explore how they can support children to understand the vision and values and help them to realise how it impacts on them. This will support children's understanding of the part they play in the nursery.
- Practitioners take part in appropriate professional learning to support their development. This is helping to develop their knowledge of sustainability and other aspects of early learning. They have made a positive start to taking on leadership roles for areas in the nursery. This is beginning to have a positive impact on children's interest in books and in raising their awareness of the needs of others. The nursery team require support to build on this positive start and embed leadership opportunities throughout the nursery.
- Team leaders work well together to introduce developments, such as planning and using an online platform to record children's experiences. They recognise the need to revisit national guidance documents to look in depth at their practice and identify how they can improve outcomes for children further. Senior leaders within the school need to provide consistent

strategic guidance and clear direction for all who work in the nursery and across early level. This should help to ensure developments are embedded and lead to continuous improvement in the quality of learning and teaching and children's progress. It is essential for senior leaders in the school to plan and protect time for this work.

- Practitioners in the nursery know that self-evaluation is important. They take part in regular, informal discussions about how to make improvements. They need strategic leadership to help them develop robust and systematic self-evaluation processes. All practitioners need to be able to reflect critically on their practice in order to make sound judgements that will lead to improvements. Practitioners need the support of senior leaders within the school to help them make improvements at an appropriate pace and in a measured way. In addition, all practitioners would benefit from looking outwards to deepen their understanding of high quality ELC.

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

- Relationships between children and practitioners are nurturing and supportive. As a result, children settle well and are developing confidence in the playroom. Most children engage well with the experiences on offer and make choices about their play and learning. They access a suitable range of experiences to help them develop an understanding of early literacy and numeracy. A few children would benefit from accessing more challenging experiences that provide opportunities to develop their curiosity and creativity.
- Practitioners interact well with children and use questions, praise and commentary to help them sustain their play. Children enjoy talking to practitioners and telling them about their play. Practitioners are sensitive and listen well to children. They are responsive to their needs and requests. There are examples of positive interactions where children respond well and are encouraged to think about their learning. However, the quality of interactions is inconsistent. Practitioners need support to continue to develop their understanding of high-quality interactions to help all children extend their learning. Children use digital technology to take photos of their models. Practitioners should consider how they can make more use of technologies to enrich children's learning.
- Practitioners know children well and make observations about their play and learning. They are beginning to encourage children to talk about their interests and use this as a starting point for planning. The quality of practitioners' observations is inconsistent and does not always lead to improvements in children's learning. Practitioners are at the early stages of using floor books to capture children's learning. They would benefit from further professional learning and guidance on the planning cycle, including effective use of observations and planning responsively for next steps. This will help the nursery team to plan more effectively for children's learning. Practitioners should continue to engage with national guidance to aid professional reflection and improve support for children as leaders of their own learning.
- Practitioners are in the early stages of using an online platform to record children's experiences. They share this information successfully with parents. As this approach starts to embed, practitioners should consider how they can focus more on children's learning. They should explore how they can involve children and parents more fully in this process.
- Practitioners plan over different timescales. They are at the early stages of using a useful local authority tracking tool that supports them to check on children's progress. As their professional knowledge develops, this approach should help them to identify children's needs more effectively and plan appropriate interventions.

2.2 Curriculum: Learning and development pathways

- Practitioners provide a curriculum that is play based and has a focus on developing children's skills in literacy, numeracy and health and wellbeing. Practitioners should continue to develop their curriculum planning in line with Curriculum for Excellence (CfE). This will help to ensure that children are accessing broad, balanced, challenging experiences.
- Children access a small outdoor area, take part in walks in the local community and use the school playground. Practitioners should explore how they can continue to develop opportunities for children to access high quality outdoor learning.
- Practitioners are positive about developing opportunities that support children's transition into P1. There is scope to continue to improve this. They should work more closely with P1 teachers to ensure children make a smooth transition across the early level.
- Practitioners have made positive changes to the learning environment to provide greater choice for children. Moving forward, they need support from senior leaders to develop further the range of resources and variety of spaces to enable children to access more challenging experiences.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners share children's experiences with parents through an online platform and regular conversations during drop off and pick up times. They also provide organised opportunities for parents to talk about children's progress. Parents value this information and feel well-informed about their children's time in nursery. Practitioners have re-introduced stay and play sessions for parents. Parents are very positive about the impact of these sessions. Practitioners should continue with their plans to develop this further.
- Children use a lending library and enjoy taking books home to share with parents. Practitioners should, as planned, build on this success and continue to develop opportunities for parents to become more involved in children's learning.
- The nursery team leaders communicate effectively with parents through online newsletters and regular updates. They provide information on interesting events in the community. Moving forward, they should continue with their plans to encourage parents to share their skills and knowledge about cultural celebrations.

2.1 Safeguarding

- The setting 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 setting and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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

- Positive, nurturing relationships are at the heart of all interactions across the nursery. Practitioners have a calm, caring and thoughtful approach towards families, whose wellbeing is their priority. As a result, there is a culture of trust and support. Practitioners know children, families and their local community well. Parents speak positively about their relationships with practitioners. Practitioners model behaviours that promote wellbeing effectively in the playroom. Practitioners care for each other and feel supported by their nursery colleagues.
- Practitioners talk about the wellbeing indicators with parents while they identify children's strengths and needs. They recognise the need to develop further their knowledge of using the wellbeing indicators with children. As planned, they should develop a shared language across the setting to support and encourage children to talk about their wellbeing, successes and progress. This will help children to develop a meaningful understanding of what the wellbeing indicators mean for them. Practitioners use a variety of resources to encourage children to understand their emotions and express their feelings using appropriate language. This is beginning to impact positively on how children interact with each other in the playroom. Children are caring towards each other and show affection. Practitioners should continue to build on this positive start and explore how they can use everyday experiences to make the wellbeing indicators more meaningful for children.
- All practitioners understand their statutory duties relevant to early learning and childcare. They are clear about their roles and responsibilities to keep children safe and support their health, care and wellbeing needs. However, they need to develop a deeper understanding of completing and implementing children's care plans to ensure they are accurate and support children's development and progress effectively. Senior leaders should provide clear guidance and support to practitioners as part of the whole-school review of supporting the individual needs of children. This will ensure a consistent and shared approach across nursery and school to support smoother transitions and continuity in meeting children's needs as they move into P1.
- There is an inclusive ethos in the nursery. Practitioners work with individual children and their families to identify needs and possible barriers to their learning. As a result, individual children benefit from a range of strategies and interventions. The nursery team also meet regularly to discuss children's progress more widely. They identify children who would benefit from support or challenge in their learning. Their plan is for a team leader to provide targeted support for small groups of children who require specific interventions. Pressure on staffing this session has affected their ability to put this approach in place. Moving forward, they should continue with their plans to re-instate these sessions.
- The nursery team should provide opportunities for children to develop further their understanding of diversity. Practitioners should offer a wider range of experiences and

resources to engage children in exploring, valuing and celebrating diversity. This would help children to develop a greater awareness of the world in which they live.

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

- Most children in the nursery are making satisfactory progress in health and wellbeing. They are developing friendships and can express their feelings appropriately. Children play well together, share resources and take turns. They are developing their physical skills through visits to the gym hall and using balance bikes in the playground. Children can volunteer to help at snack time. They would benefit from more opportunities to develop their independence skills during snack time or through being helpers in the playroom.
- Most children are making satisfactory progress in communication and early language. They listen attentively to stories and rhymes and can answer questions and guess what happens next. Children enjoy using books and creating their own stories. Most children show an interest in mark-making and can attempt to write their name when they register at the start of the session. Practitioners should continue to build on this positive start and encourage children to continue to develop their skills further. A few children would benefit from more opportunities to develop their language skills through planned interventions.
- Most children are making satisfactory progress in numeracy and mathematics. They can count to five and recognise numbers while playing games. A few children can count beyond ten and can order numbers correctly. They are learning about weight and volume through experimenting with blocks and playing in the sand. Practitioners should ensure children have the opportunity to develop their understanding of other mathematical concepts such as money, measurement and time.
- Children are starting to develop an interest in the world around them as they discuss sustainability and re-cycling. They enjoy participating in musical activities and are developing an understanding of rhythm and movement. Children enjoy learning about their local community through trips to the local cafés and shops. Practitioners should continue to develop these experiences and ensure children access a greater variety of real-life experiences.
- Children are at the early stages of talking about their learning. Practitioners are starting to use an online platform to record children's progress over time. This is at an early stage of development and practitioners need time and support to help them to do this more effectively.
- Practitioners praise children's achievements in the nursery. They are not yet capturing children's interests and achievements from out with the nursery. They should explore how they can start to capture this information to recognise and build on learning from home.

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.