

# **Summarised Inspection Findings**

## **Langlands Primary School and Nursery**

### **Glasgow City Council**

**SEED No: 8447241**

**02 May 2017**



## **Section One**

### **Summarised Inspection Findings**

#### **Langlands Primary School**

### 1.3 LEADERSHIP OF CHANGE

good

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 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 and young people. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
  - *Strategic planning for continuous improvement*
  - *Implementing improvement and change*
- 
- The school has developed a clear vision, values and aims in consultation with all staff and parents. The Parent Council worked effectively in partnership with staff to agree ten key values which they felt best reflected the needs of children and the approach required of staff in order to provide a learning environment where children feel safe, secure, nurtured and happy, and where they can achieve to the best of their ability. The headteacher and staff demonstrate these values consistently in their support for children and, as a result, children feel safe and happy and enjoy interacting with staff and visitors. They now need to increase the involvement of partners in school improvement planning.
  - The headteacher knows his school very well and is outwardly focused. He and staff are well aware of the social, economic and cultural context of the school which takes children from across Glasgow. The headteacher and deputy headteacher work hard to promote inclusive practice and seek additional learning opportunities for children by building positive partnerships with parents, local schools and businesses, universities and health partners. Parents and partners report that senior managers are approachable and inclusive. Managers and staff regularly share their best practice through training opportunities delivered in the school and within the local community to better enable parents to attend. The school has a long history of providing highly valued visits and support for student teachers to develop their understanding of additional support needs.
  - Almost all partner agencies feel that the school values their contribution and believe that, overall, partnership working is a strong feature of the school.
  - The depute headteacher, principal teachers and staff work together effectively to share good practice through regular planned meetings to reflect on their learning and teaching approaches. They discuss and share initiatives such as video enhanced reflective practice (VERP) to help improve their approaches to meeting children's learning, emotional and social needs. Staff demonstrate their commitment to change by willingly taking on leadership roles such as organising playground games, presenting at 'Meet the Teacher' and charity events, and participating in working parties.
  - The school has a well-established mentoring system for new staff which includes a helpful support strategies booklet, regular monitoring, and opportunities to shadow experienced colleagues. New staff undertake professional development in a range

of areas such as Alternative and Augmentative Communication (AAC) modules, and developing approaches to outdoor learning.

- The school has a suitable range of approaches in place to support planning for continuous improvement. The annual calendar helps managers and staff to ensure that there is a clear focus on improvement priorities. There is an appropriate focus on learning and teaching and the school recognises that it now needs to develop a progressive curriculum for children with complex additional support needs. Staff participate in identifying and monitoring school improvement planning priorities. Senior managers provide support and challenge to teachers through planned observations of learning and teaching including discussions about key strengths and next steps. Classroom observation sheets could be more focused and, where possible, linked to aspects of the school improvement plan related to learning, teaching and assessment. The headteacher monitors the quality and appropriateness of targets set within pupil plans and provides comments and feedback to teachers to ensure children are being challenged appropriately.
- The school has developed approaches to practitioner enquiry (small scale research) which have led to changes and improvement. These improvements include staff confidence in using AAC and their ability to effectively manage and support children's behaviour and anxieties. Senior leaders should now build on this in order to support further innovation and enquiry which is based on the context of the school and the needs of learners. In doing so, it is important that all staff develop skills in gathering and analysing information that provides evidence of whether changes lead to improvements.
- The school should consider ways, including better use of data, to evaluate the impact of changes over time and better evidence children's progress across the curriculum.

## 2.3 LEARNING, TEACHING AND ASSESSMENT

good

This indicator focuses on ensuring high quality learning experiences for children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
  - *Quality of teaching*
  - *Effective use of assessment*
  - *Planning, tracking and monitoring*
- 
- The school has a very strong, positive ethos where children's rights are respected. The environment for learning, teaching and assessment is one where staff show a commitment to children's wellbeing and development. Staff know the pastoral needs of children very well. All teaching staff have a sound knowledge of children's needs and personal circumstances.
  - Learning intentions and success criteria are shared in most lessons and staff support the individual needs of children well. Staff use signifiers, visual cues, countdowns, Makaton and verbal instructions to help children complete their work timeously and move on to their next task. In a number of lessons, children set their own success criteria which is then reviewed as part of the teacher led plenary.
  - Most staff use a range of creative learning and teaching approaches which help to motivate children. These approaches are particularly successful in engaging children when they relate to topics of personal interest such as favourite characters from a book, superheroes, cartoon characters such as Wallace and Gromit or a piece of music.
  - Higher order thinking skills based on taxonomies has been developed within the school to provide a more progressive and evaluative use of language to describe children's progress in their learning. Staff feel confident in using this language and it is being used consistently throughout the school.
  - There are examples of good teaching across the school with a few examples of very good teaching. In almost all lessons, children settle quickly when coming into class and behave very well. Children have a good understanding of what is expected of them during lessons. This supports them to make positive behaviour choices. All staff use a variety of different techniques and strategies to promote positive behaviour. All staff are trained in de-escalation techniques which has a positive impact in their ability to create a positive learning environment.
  - Within the school, staff are deployed appropriately to support learners who need their help most. This allows children individual time with teaching staff and the opportunity to be supported in small groups.
  - Most learning activities build on prior learning. Staff use a range of assessment approaches including advice and information from partner agencies and

developmental milestones to make judgements about children's progress. The school should now build upon their approaches to assessment and moderation to ensure that it informs planning to meet the learning needs of individual children.

- Experiences and Outcomes are not currently used to underpin targets set for children within pupil plans. It would be more effective to link targets more explicitly to the Es and Os as this would facilitate a more robust tracking system within Curriculum for Excellence. In most classes, staff gave children the opportunity to evaluate their own learning.
- While children's achievements are recognised through certificates at assemblies and displayed on the achievement wall, staff could record wider achievements and progression more formally over time. In particular, children would benefit from more opportunities to achieve skills related to life and work.
- Teachers successfully use a range of low and high technology devices to support communication and encourage independence. The school now needs to develop further use of digital technology to enhance teaching and learning and to ensure that the development of digital skills are relevant, ambitious and forward looking.
- Feedback is a strength across most lessons. In the best examples, children receive high quality feedback and are given encouragement and guidance on their next steps.
- In the majority of observed lessons, teachers made reference to skills for life and learning. Most children are learning to be independent through expressing personal choices at snack and lunch time tasks. They also choose activities for outdoor learning, pick songs during music and movement, and share preferences for particular colours and materials during art. Staff now need to increase opportunities for children to experience skills for work across the curriculum.
- Learners play an active role in the school particularly through the work of the pupil council. Children from each class are elected to represent their peers and make decisions about various aspects of the school.

## 2.2 CURRICULUM: theme 3 Learning and Development Pathways

- Children in the primary school experience a curriculum which takes appropriate account of the principles of Curriculum for Excellence and the four capacities. In most lessons, teachers match tasks and activities to children's differing needs well. There is an appropriate focus on literacy and numeracy and planning for progression takes place through individual targets and pupil profiles. The school uses a series of topic planners and grids to support teachers to plan for progression in children's learning. The school has rightly identified the need to further develop learning pathways through a progressive curriculum framework across all curriculum areas and through moderation activities.
- Children have a good number of appropriate opportunities to learn in a range of outdoor and community contexts. These include working in the sensory garden, horse riding, swimming and an allotment where they plant and grow vegetables, herbs and other healthy foods. Several children participate in the signing choir who, along with mainstream peers, perform at a local church at Christmas and at other events within the school and community.
- Through interdisciplinary learning (IDL), staff encourage children's involvement in choosing topics which are meaningful and interesting to them. This is helping children to make natural, relevant and meaningful links across learning. A recent 'Pokemon' event linked to the outdoor learning curriculum supported children to develop orienteering skills within the school environment.
- Most parents spoke very positively about the progress that their child has made since beginning their placement at the school. A few said that they would like more communication with staff about their children's progress.

## **2.7 PARTNERSHIPS: theme 3 Impact on children and families – Parental Engagement**

- The school is very effective in establishing positive relationships with parents. Parents comment that all staff across the school are highly approachable and that this supports a culture of mutual trust and respect. The school's daily diaries ensure parents are kept well informed of their child's progress. Almost all parents said they found this a useful tool for promoting communication between them and the school. A few parents would like the school to give more notice when alerting them to upcoming events and provide more information about particular topics that children are learning about. The school prioritises communication with parents and is taking steps to address this.
- A few parents recognise and value staff's skills in teaching their children to develop their communication through talking and writing. This has raised their expectations of what their children can learn to do. For example parents speak very positively about meaningful homework tasks and the impact this is having on their ability to contribute to their children's progress in learning at home.
- The school responds promptly and helpfully when parents raise concerns about particular issues at home such as toilet training. Teachers adapt their approaches and children's learning targets accordingly to take account of any issues identified. Parents report that this is leading to their children being more settled at home and in school.



## **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. An area for development has been agreed with the setting and the education authority. The security entry will be reviewed to identify any possible additional security adaptations.

### 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

very good

This indicator reflects on the school'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*

- All teaching and support staff have been trained in nurturing approaches. Nurture informs the school's overarching philosophy and this is evident in the caring and supportive culture throughout the school. Staff's understanding of each child's unique needs supports the very positive relationships between staff and children. Children's wellbeing lies at the heart of the work of the school and children are treated with the utmost dignity and respect. This is resulting in children establishing secure relationships with staff and enjoying attending school.
- The school places a strong focus on developing children's communication skills. The learning environment supports children's wellbeing well through the use of signs and objects of reference. This is supporting children to develop their understanding of the school environment. Music is played throughout the school corridor during the school day and staff report that this helps to calm children. Teachers, instructors and support for learning assistants use signs and signing well to communicate with children. The intensive interactions between teachers and children develop children's communication skills very well.
- Staff have been trained in a range of approaches to support their understanding of children's behaviour. These include how to better understand children's emotions and how to de-escalate children's behaviours if they become unsettled or distressed. Staff are now more skilled at identifying, and intervening appropriately, when children are unsettled or becoming distressed. This is resulting in a reduction in incidents where children are distressed and the school is now a calmer more productive learning environment.
- The school takes very good account of each child's progress and additional support needs when planning for the next stages. The school matches children according to how well they are progressing, the challenges they face, including physical and therapy needs, and who amongst their peers they are most happy sharing a class with. Teachers, instructors, child development officers and support for learning assistants contribute meaningfully to these plans and are involved in identifying which staff are best placed to meet the needs of each class. For example, the school ensures continuity by ensuring that one member of staff continues to work with the class the following year. This collaborative approach to planning is leading to children settling quickly into their new class each year.

- Planning for children's learning takes very good account of their parent's views. Where necessary, the school works well with parents to develop shared approaches to supporting their children to be as independent as possible, for example when eating or visiting the toilet. Parents say this enables them to better support their child in the home environment and their children learn better through the coherent approaches shared with the school.
- The school offers training to parents of children in the school and colleagues in local mainstream schools in a range of communication approaches, including signing. Colleagues and partners comment positively on the impact this training is having on outcomes for children attending other local schools. Parents of children attending Langlands state the training has helped them and their child's siblings are now more able to communicate with their child.
- The pupil council has achieved success in an application for funding for Science Week. Children are given the opportunity to lead the activities for Science Week with the most popular choice being 'Hocus Pocus', a range of science experiments. This is leading to children developing their confidence and self-esteem by expressing their choice of activities.
- Staff take very good account of children's additional support needs when planning to meet their needs. The school uses a range of communication approaches to support children to access their learning. Effective interventions and support are provided by staff across the school and a range of partners. Key partners include an educational psychologist, speech and language therapist and health professionals. They contribute well to planning and provide advice and support to ensure that children's physical, emotional, therapeutic and emotional needs are met very well.
- Children's learning targets are captured well in their additional support plans. Targets are formally reviewed regularly and updated to reflect each child's progress. Teachers review children's targets informally on a weekly basis. This supports them well to identify if a child is making expected progress and targets can be adjusted accordingly.
- Staff across the school have a very good understanding of the 'Getting it Right for Every Child' (GIRFEC) agenda. They work very well with a range of partners to ensure improvements in children's wellbeing. Professional colleagues speak highly of the quality of the partnerships they have with staff in the school. The high quality of this partnership working supports children's wellbeing very well and this is leading to children progressing well in their learning. Staff take very good account of the wellbeing indicators when setting targets at annual reviews. Parents and partners are fully involved identifying and agreeing targets. Where children are unable to attend review meetings, the school uses digital technologies to ensure their voice can still inform decision making. The school should continue with plans to involve children more fully in setting their own targets where appropriate.
- At the time of the inspection there were no children with a co-ordinated support plan (CSP). Children who are looked after are considered for a CSP as part of the annual review process.
- Attendance at the school is improving and there have been no exclusions.

- The school has established good links with a range of international partners from countries such as Poland, Romania and Malawi. The children at the school have exchanged Christmas cards with children in Malawi and this is supporting the development of their understanding of themselves as global citizens. The school celebrates other cultures well at events such as assemblies celebrating Divali and the Chinese New Year. Parent's and children's faiths and beliefs are taken into account when planning these events and this is raising children's awareness of a range of cultures and faiths.
- The school alerts parents to charity organisations who can offer support at times of crisis. This is leading to parents being more aware of what supports are available to them and how they can access them.
- The school should now continue to develop their plans to more robustly monitor and track the progress of children across the school. The subsequent analysis of data should provide the school with evidence to identify any groups of children not progressing as expected, particularly those experiencing disadvantage.

### 3.2 RAISING ATTAINMENT AND ACHIEVEMENT

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learner's achievement*
- *Equity for all learners*

- Most children are attaining appropriate levels in literacy and numeracy taking account of their additional support needs. According to the school's own information, the majority of children are working within the early level of Curriculum for Excellence and a few on aspects of the first level in literacy and numeracy. A few children across the school are exceeding expectations. The school is now looking to further develop its resources and curriculum framework to increase the level of challenge appropriately for those children who need it. Where children are achieving particularly well, the school is working with its co-located primary school to provide opportunities for them to work with mainstream peers. There is scope to further develop such opportunities.
- Through evidence from classroom observation and evaluation of pupil profiles, almost all children achieve most of their targets in literacy, numeracy and HWB. The school recognises that it needs more robust approaches to tracking and evidencing children's progress in literacy and numeracy towards and within the early level of Curriculum for Excellence. A recently developed, progressive curriculum framework for complex needs children will ensure greater consistency of approach and help staff to focus more clearly on evidencing progression and next steps in learning for all children.
- **Literacy:** At all stages, most children are making good progress from their prior levels of attainment in listening, talking, reading and writing. Across the school, children experience an environment which is rich in a range of different approaches to communication. Staff use symbols and signing well to help children understand their environment, make choices and express themselves. Almost all children can follow simple Makaton gestures which are used effectively to develop their understanding. In a few classes, children benefit from planned support to improve their reading at home. A few children at the early stages can identify letters and sounds. Staff encourage them to develop their literacy skills through a range of activities such as singing and moving in time to music. A few children can match words and pictures and are developing an understanding of letter names and sounds. Children have opportunities to develop their literacy skills across different curriculum areas through topic based activities. A few children in the senior stages are able to write simple stories and answer questions with support. Staff use children's interests to encourage communication.
- **Numeracy:** Across the school most children are making appropriate progress in numeracy and mathematics, depending on their needs. Most children are able to

sort items including objects which go in the sink and those which go in the bin. A few in the early stages are able to sort a range of 2D and 3D shapes. Most children are able to identify and write numbers up to 10 with a few in the early stages being able to write numbers to 30. . Most children are able to identify difference, for example between fast and slow and when something is 'more'. The majority of children are beginning to understand the concept of time with a few in the early stages recognising symbols for day and night. Most children are developing their understanding of money with a minority across all stages able to identify coins to the value of £1. In the middle stages, children can use coins to value £2 with a few able to exchange these in real life contexts or play.

- While the school does not track children's attainment formally over time, senior managers review children's attainment systematically through reviews and note significant progress in children's attainments. The school is beginning to analyse the reasons why a few children are making exceptional progress in their learning. Staff involve parents in supporting their children's progress by sharing targets and including their views in setting the next steps for learning.
- Learners achieve through activities in the community such as their work on the school's allotment, through their performances at school shows, through the school's signing choir and a forthcoming exhibition of their work supported by a professional artist. These activities are increasing children's confidence and self-esteem and motivating them to engage in learning. The school has in recent years recognised children's wider achievements through the Caledonian Award prior to 2016/2017 and Sportstar Challenge. There is scope to further extend opportunities to recognise children's achievements through, for example more formal recognition of their outdoor learning achievements such as the John Muir Trust Award.
- Children and parents are well involved in decisions about the life and work of the school. For example, the pupil council choose play equipment, the winners of art competitions, snacks and topic choices such as the recent Pokemon event.
- Continue to develop effective approaches to moderation to increase staff's understanding of standards within the BGE. The school should now work towards confident teacher judgements, founded on systematic approaches to assessment and benchmarking across all curriculum areas.
- The school is sensitive to children and families for whom English is not their first language and those who may experience hardship. Across the school, staff make very effective use of boardmaker symbols which are universal to support children who have no verbal communication to express views, choices and feelings. Staff encourage parents to use the same symbols at home. Communications and reports to parents about children's progress are translated where appropriate. The school ensures that outings related to curriculum pathways, sponsored events and visits to places of interest do not incur additional financial costs to families.

## SCHOOL CHOICE OF QI: 2.6 TRANSITIONS

- **Arrangements to support learners and their families**
- **Collaborative Planning**
- **Continuity and progression in learning**

- Transitions are a key strength across the nursery and school. Throughout all major transition points, children and their families are very well supported. This is leading to children settling well at either Langlands Primary School, or their new school after leaving Langlands. The school's options appraisal process provides valuable information at points of transition. This information is used well to support transition planning.
- Children are very well supported when moving from nursery into P1. Their mental, emotional, social and physical needs are taken very good account of and this leads to children settling well at the school. Parents are very well supported throughout the entire process. Any concerns they may have are addressed and this supports the effective partnership working between parents and the school.
- Parents of children planning to attend the school are offered the opportunity to link with a parent of a child currently attending. This provides parents with a valuable link where they can share their experiences of the school.
- Planning for children to undertake visits out with the school is very effective. Trips out with school take good account of, and build on, children's levels of tolerance. This leads to children building their resilience when exploring new environments. Trips take good account of issues identified by parents. Effective planning by the school supports families to expand the range of venues they can visit with their child at weekends and during holiday periods.
- Where children transfer to Langlands from another primary school, planning is effective and ensures they settle well into their new placement. The school takes good account of each child's unique needs and staff plan their teaching approaches accordingly. This is supporting each child to access their learning and make appropriate progress. The school nurse plans for children's physical and medical needs well and ensures health and wellbeing officers are trained in all aspects of a child's physical and medical needs.
- Planning for children moving on from Langlands Primary School is particularly effective. Children's and family's needs are assessed at an early stage before planning to move on from the school begins. Parents are fully involved in discussions and all appropriate possibilities for a future placement are explored. Parents are fully supported to identify where their child has made significant progress whilst at the school and this is resulting in parents raising their expectations as to which secondary school their child might move on to. Partners are fully involved in planning for when children move on from the school. This further supports the school and parents to identify the most appropriate placement.
- Reviews of targets in children's additional support plans provide information on children's progress. These are used sufficiently well to plan for progression in children's learning at points of transition. The school should continue to develop

their plans for more robust tracking and monitoring of children's learning to provide more meaningful data on progression in children's learning. This data should be used to improve planning for progression in children's learning at points of transition.



## **Section Two**

### **Summarised Inspection Findings**

#### **Langlands Primary School and Nursery**

### 1.3 LEADERSHIP OF CHANGE

good

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 setting has an agreed vision, values and aims in place. This was developed in full consultation with practitioners and parents and fully reflects the aspirations of the setting. While the vision was shared with partners, it would be useful to involve them more fully during the review process. Practitioners are highly committed to delivering high quality early learning and childcare in a safe and nurturing environment. This is evident in the high level of professional dialogue between the practitioners and the reflective discussion with the inspectors.
  - The setting has an effective quality assurance calendar managed by the headteacher to support self-evaluation activities and ensure systematic opportunities for professional dialogue. This includes monitoring and evaluation of learning and teaching, the pace of learning and task planning to meet the differing complex needs of the children. Photographs and videos of the sessions are used well for professional dialogue with the headteacher and practitioners. This helps ensure that children receive high quality learning and teaching.
  - The setting is fully involved in the school's well-established approach to improvement planning and identifying areas for development. This has involved practitioners in distributed leadership opportunities, working together in groups on key developments such as outdoor learning and augmentative and alternative communication. The setting's improvement plan includes key priorities. Practitioners use national guidance, visits to other settings and professional dialogue to support improvement. As planned, the setting should fully implement the national self-evaluation framework, "How Good is Our Early Learning and Childcare?" to support and drive improvement.
  - The headteacher gives valuable support in improving the setting. Practitioners receive valuable support from the speech and language therapist, depute headteacher and principal teachers in order to better meet the needs of the changing population in the setting. The headteacher is clearly committed to developing the leadership skills of all practitioners. They are valued for their individual skills and experience. The practitioners are all at the same grade and work well as a team. However, they would benefit from more regular and sustained leadership support from a teacher given the complex needs of the children in the setting.

This indicator focuses on ensuring high quality learning experiences 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*

- Children engage well in a range of interesting learning experiences and opportunities provided for them both indoors and outdoors. Relationships between practitioners and children are positive and children are well supported within this positive nurturing environment. Children are encouraged to share space with others and to make choices in the activities they do. Practitioners are skilled at recognising subtle signs which show children expressing choices and views. Visual objects of reference are used to ensure children know what to expect next. Visual timetables are helpfully displayed on playroom walls. The setting should continue to develop children's opportunities to make choices and communicate when they wish to access outdoor experiences and opportunities.
- The sensitive and caring practitioners interact well with children. Almost all children have opportunities to participate in both adult-led and child-initiated experiences and opportunities. Activities are planned and based on relevant tasks and individual targets using a variety of sensory media to engage children. All practitioners use encouragement and praise to motivate children to remain on task. Progress is celebrated in the setting and during assemblies. Children's achievements are documented through photographs, wall displays and a variety of certificates. Practitioners use alternative and augmentative communication effectively to support access to learning. They make some use of digital technology. However, technologies could be used more consistently to improve learning and teaching. Practitioners should also ensure that children are fully engaged at all times.
- Practitioners use assessment folders to monitor and record children's individual learning and health needs. Where appropriate, they make effective use of children's postural management passports. Before their placement in the setting, practitioners gather information from previous placements, parents and carers and other professionals. This ensures that the children's individual targets in their additional support plans are appropriate. Practitioners use observations effectively to gather assessment data on whether the targets are met or should be reviewed. Video and photographic evidence is used well to assess progress and support joint discussions on next steps.

- Practitioners meet regularly as a team to plan and evaluate children's learning and progress effectively. All practitioners and in particular, their key workers, know children well as learners. Planned experiences are developmentally appropriate and tailored to meet all children's needs. As planned, practitioners along with school staff should further develop their approach to tracking and moderation.

## 2.2 CURRICULUM: theme 2: Learning and Development Pathways

- In the setting, children undertake a broad general education. They experience a varied curriculum which is designed to meet the children's individual needs. Practitioners match tasks, activities and resources to meet the needs of individuals. Children's progress is carefully tracked using targets within additional support plans and the pupil assessment profiles. All children have targets in languages, mathematics and health and wellbeing. Throughout the setting, planning for progression in learning is in place. Practitioners should continue working with management and school staff to further develop approaches to tracking and moderation.
- Practitioners have developed Curriculum for Excellence experiences and outcomes. Practitioners take responsibility for developing all aspects of the curriculum. They have established good links to seasonal events and celebrations. Practitioners should continue to improve the outdoor learning area through the provision of a greater variety of resources to ensure that children have a high quality learning experience.
- Children would benefit from more extended periods of free play suitably supported by an adult. Practitioners should use national practice guidance, Building the Ambition to assist them with this task.

## **2.7 PARTNERSHIPS: theme 3 Impact on children and families – Parental Engagement**

- The setting has established very effective and positive relationships with parents and carers. Parents and carers feel very welcome and valued within the setting. Information is shared with parents about children's learning and progress in both formal and informal ways such as parents' evening and review meetings. Parents and carers also comment positively on the evaluation sheets sent home on topic work. The collaborative working approach between parents/carers, practitioners, management and other professionals ensures that everyone is working effectively together to meet children's needs. Daily diaries and recordable switches are useful tools for promoting communication between parents and the setting.
- The setting supports parents/carers very well if they identify management issues at home. Practitioners adapt their activities and the child's learning targets, taking good account of the identified issue. The setting makes effective use of partners when families need extra support. This is helping children to be more settled at home and within the setting.

## 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. An area for development has been agreed with the setting and the education authority. The security entry will be reviewed to identify any possible additional security adaptations.

### 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

very good

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*

- Children's wellbeing is central to the work of the setting and children are treated with dignity and respect. The ethos is caring and nurturing and the wellbeing of children is paramount. Practitioners are very well attuned to the varying needs of children and their families and are committed to improving their outcomes. They recognise the central importance of relationships in supporting children's social and emotional wellbeing. All practitioners have been trained in nurturing approaches. This is evident in the way all children are treated with dignity and respect. Children feel safe and secure which ensures that they are able to learn more effectively. This is further supported by health and wellbeing workers who play a crucial role in supporting children's health needs on a daily basis. Care is taken to minimise any disruption to children's learning. Practitioners are skilled in intervening appropriately when children are becoming distressed. This is helping to foster a calmer environment. The principles of Getting it Right for Every Child are embedded throughout practice. Practitioners have been trained in the use of wellbeing indicators which are used as a template for children's reviews. This is helpful in leading to a better understanding of children's needs.
- Practitioners have attended relevant training to ensure that they are knowledgeable about statutory duties. All children have an additional support plans. These contain relevant targets, agreed with parents and carers, which are reviewed regularly to ensure that children make appropriate progress. Practitioners consult very well with parents and other agencies to ensure that appropriate interventions are in place. Professional colleagues speak highly of the quality of the partnerships they have with practitioners in the setting.
- Parents report that they are well supported by practitioners to support their child in the home environment. There is very good communication between the setting and home helped by talking devices, home school diaries and regular reviews. This enables children to benefit from shared approaches to meeting children's needs at home and in the setting. Practitioners value and celebrate the diverse backgrounds, faiths and interests of all children and families. Songs in different languages which are used at home are played in the setting in order to celebrate diversity. They ensure that they put in place effective strategies so that the children in the setting make the best progress possible taking into account their additional support needs. The setting makes good use of the garden at the school, local allotment, school playground and local community to ensure children have opportunities to experience and be included in outdoor learning.



### 3.2 SECURING CHILDREN'S PROGRESS

good

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*

- All children have individual long and short term targets for language, mathematics and health and wellbeing. These are relevant to the individual children and regularly reviewed. The setting places a strong focus on developing children's communication skills. Practitioners use signs and signing well to communicate effectively with children. Children benefit from intensive interaction support from practitioners. This is improving children's communication skills. Throughout the day practitioners signpost activities in the learning environment through the use of signs and objects of reference. Practitioners use music well to help calm the children. Health and wellbeing is promoted well within children's long and short term targets. These focus on tasting healthy food and body movements such as walking, standing and swimming. In mathematics, children are working with cause and effect toys that light up and make sounds, counting games, number songs and rhymes and exploring different textures. Expressive arts is encouraged and the children enjoy being involved in messy play, painting and gluing and exploring musical instruments. Children use a range of technologies including switches and smart board. In religious and moral education they are exposed to different customs and festivals from different religions and cultures.
- Most children are making progress in their targets depending on their individual need. This progress is evident in additional support plans evaluations, reviews and children's assessment folders. Almost all children in the setting are working within the early level of Curriculum for Excellence in all areas of the curriculum. Practitioners are sensitive when discussing children's medical conditions with parents and the impact on these on their learning. They are beginning to use the primary order thinking skill terminology to give a more accurate picture of progress over time. The setting should continue, with school staff, to develop their plans to more robustly monitor and track the progress of children across the school. This will enable them to identify any groups of children not progressing as expected, including those experiencing challenges. They should also continue with their plans to ensure that next steps in learning are clear and well understood by practitioners and parents and carers.
- The setting celebrates children's achievement through praise, wall displays and various certificates. All children would benefit from a record of their achievements

which can be shared and added to by parents. Parents are well informed about their children's progress through termly feedback. They also have two parents' evenings and a very detailed end of year report highlighting progress across all curricular areas.

## **SCHOOL CHOICE OF QI: 2.6 TRANSITIONS**

- **Quality of support for the children and their families**
- **Collaborative planning and delivery**
- **Continuity and progression in learning**

- There are very robust procedures for children transferring into and out of the setting. When it is agreed that the children will come to the setting, information is gathered from a range of sources. This ensures that management and practitioners have the necessary information to plan transitions carefully with parents and carers. Practitioners gather information on children's additional support needs including their physical and therapy needs. The family will be visited at home to both gather information and build the key relationship between the family and the setting. The setting arranges visits for children and their families to visit and spend time in the setting prior to starting their placement.
- When a child is moving from the setting to Langlands School practitioners and management take very good account of the child's progress and additional support needs when planning for the following year's class. The school matches children according to how well they are progressing, the challenges they face, including physical and therapy needs. Practitioners contribute meaningfully to these plans and are involved in identifying which class would best suit the child. Parents are very well supported throughout the process. Any concerns they may have are addressed promptly and this supports effective partnership working between parents and the school. This collaborative approach to planning is leading to children settling quickly into their new class.
- Planning for children moving on from the setting to a new school is particularly effective. Children's and family's needs are assessed at an early stage before planning to move on from the school begins. Parents are fully involved in all discussions and all appropriate possibilities for a future placement are explored. A well planned transition process is then begun where the child and parents/carers visit the new placement; meetings take place with parents/carers, all key staff and professionals to ensure that the information which will make for a successful transition is shared. Throughout this process children and parents/carers are fully supported. The school's collaborative approach to transition planning is resulting in children settling well into the setting and future school placements.

# CARE INSPECTORATE EVIDENCE

## 1 Quality of Care and Support

### CARE INSPECTORATE GRADE: very good

- All nursery staff attend annual child protection training and are clear in their roles and responsibilities in recording and reporting any concerns. Information is displayed within the playroom and distributed to parents to highlight the responsibility all adults have in safeguarding children.
- The service offers parents and carers a range of informal and formal opportunities to be involved in assessing and improving the quality of care and support provided by the service. Initially this includes visits to the child's home and settling-in visits to the nursery to ensure the child's keyworker and nursery staff team get to know the individual health and wellbeing needs of the child. Once settled, telephone calls, daily diaries, communication aids and an open door policy support on-going and open communication. Parents confirm that they are included in all aspects of their child's care and that their children are happy to go to nursery.
- Staff understand the care and support needs of the individual children in their care very well. The whole staff team demonstrate sensitive, respectful and nurturing interactions while supporting children to eat, drink, and participate in activities and during personal care routines. Information, support and guidance is sought from external agencies to meet children's needs as required. There are well-established links and working relationships in place. Clear information is reflected within children's individual personal plans.
- Children's preferences are respected and achievements recognised, celebrated and recorded. Children are included in whole school assemblies and given certificates to celebrate their success. This contributes to the respectful, nurturing ethos which is apparent within the service.
- Practice has been improved to offer children more choices throughout the day, extend opportunities for consultation and participation based on the interests, preferences and capabilities of the individual child. This includes and respects the views of children much more and meets two recommendations which were made at the last inspection.
- A nurse and health and wellbeing team support children who require medication or specialist feeding. Robust procedures are in place for the storage, administration and record keeping for all medication/feeds required by individual children. This contributes to the health, safety and wellbeing of children.

## 2 Quality of Environment

### CARE INSPECTORATE GRADE: good

- The children have access to a designated playroom with direct access to an outdoor play area. The playroom is bright, clean and welcoming with a variety of resources now more accessible and available to meet the interests and needs of the children. Information is now displayed at the children's level to support participation, consultation, communication and choice. Staff have created a warm, nurturing environment for the children. This meets a recommendation made at the last inspection.
- The children have timetabled access to other areas within the school, which includes a sensory room, soft play room, hydrotherapy pool and sensory garden. This extends learning opportunities and active play for children, but can create barriers at times due to the staff: child ratio, as all children currently in attendance require a wheelchair to access these areas.
- The designated outdoor area offers an opportunity for fresh air and limited outdoor learning experiences. We acknowledge there has been vandalism in the school grounds, but recommend that this area is reviewed to extend outdoor learning opportunities for children. (see recommendation one)

### 3 Quality of Staffing

#### CARE INSPECTORATE GRADE: good

- The nursery team consists of three members of staff. All staff are very motivated, enthusiastic and keen to improve their knowledge and skills. They are all appropriately qualified and registered with the Scottish Social Services Council, as required. One member of staff has undertaken further qualifications in learning disabilities. This has informed her of strategies to assist her in her role.
- Staff are flexible and responsive to the needs of the individual children in attendance. Examples include recognising when a child is tired, respecting and following parents requests about changes to their child's daily routine, offering choice and activities to meet children's interests, following up parental enquiries and changing planned activities in response to a child's needs. This also meets a recommendation which was made at the last inspection.
- Effective systems were in place for staff training to be identified through their annual professional review and training was applied for through the local authority's continuous professional development website and other agencies. Staff spoke about annual core training, such as child protection and additional training they had attended, evaluating the impact and outcomes for children. This included Alternative and Augmentative Communication training which develops the use of Makaton, symbols and communication devices within the nursery and school.
- Staff had opportunities to work in other classes in the school to share ideas and work alongside teaching staff on a Thursday and Friday. They had opportunities in the past to visit other establishments which they found beneficial in sharing ideas and planned to re-establish links with the mainstream nursery within the shared campus. Through discussion, staff demonstrated that they were reflective and open to ideas and suggestions for improvement, such as peer assessment.

#### **4 Quality of Management and Leadership**

##### **CARE INSPECTORATE GRADE: good**

- The nursery staff have opportunities to be part of whole school working parties such as the development of outdoor learning and improved communication within the establishment. We found staff to be highly motivated in their plans to take these developments and ideas forward.
- Some monitoring has taken place to assist staff with reflecting on their practice and improving outcomes for children. Staff have found this beneficial and spoke of changes they had made. We advise that the head teacher should continue to develop monitoring systems to further improve outcomes for children and provide support for staff.
- The headteacher has a clear vision and commitment towards improvement within the nursery and ensures the nursery team are an active part of weekly team meetings with opportunities to add to the agenda.
- The headteacher and nursery staff team are highly motivated and keen to improve the service. The headteacher is open and committed to continuous improvement, nurturing a service which valued and respected the children and their families. However, due to the headteacher's overall remit and responsibilities we recommend that a more robust system for managing, monitoring and evaluating the nursery provision should be put in place. (see recommendation two)

During the previous Care Inspectorate inspection, the centre had no requirements and five recommendations. From these, all five recommendations have been met. As a result of this inspection, there are no requirements and two recommendations.

1. The service should review outdoor play and outdoor learning opportunities to ensure that the children have access to a range of suitable activities and experiences to meet their needs and interests.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 5: Quality of Experience

2. The provider and manager should review the roles, remits and current systems in place for the management, monitoring and evaluation of the nursery service. This is to improve outcomes for staff and people who use the service.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 14: Well Managed Service



### **PARTICULAR STRENGTHS OF THE SCHOOL**

- Staff's sensitivity to ensuring children's wellbeing in the nursery. Children are safe and nurtured which allows them to participate well in their activities.
- Confident, friendly children in the primary department who communicate very well with staff and enjoy sharing their learning with parents, partners and visitors.
- Consistent and appropriate use of a wide range of alternative approaches to communication which are helping children in the school to engage more readily in their learning, to make choices and to experience independence.
- Strong and effective partnership working with parents, partner agencies and the local and wider school community. This is helping children to make successful transitions into and beyond the nursery and school. Staff raise awareness of additional support needs and learning disabilities within the local and wider community.
- The leadership of the headteacher and senior leadership team in developing a nurturing and inclusive learning environment across the school and nursery.

### **AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL**

- Continue to develop approaches to tracking and evidencing children's progress across all areas of the curriculum including developing staff's understanding of assessment and shared standards.
- Develop the use of digital technology to support and enhance children's learning experiences at all stages.
- Develop further the management structure in the nursery to ensure there is an increased focus on learning activities and experiences for all children.

### **WHAT HAPPENS AT THE END OF THE INSPECTION?**

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Glasgow City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.