Summarised Inspection Findings

Calderbridge Primary School

North Lanarkshire Council

SEED No: 8510024

31 January 2017

Transforming lives through learning

Section One

Summarised Inspection Findings

Calderbridge Primary School

1.3 LEADERSHIP OF CHANGE	*weak*

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. 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*

- Overall the leadership of change across the school is weak. The leadership of the school has been adversely affected by a period last year where staffing of the school was difficult. However, as they move forward the leadership team need to provide clearer leadership and direction to the work of the school. Overall, there are many strengths within the staff team that need to be used more fully. Staff need to be given clearer opportunities to lead change across the school. The approaches to monitoring the quality of learning and teaching need to be improved further to ensure consistency of standards across the school. Staff should have formal opportunities to learn from each other's strengths and to share good practice across the school. The school, despite having a wealth of assessment data on children are not clear enough about the progress children are making towards Curriculum for Excellence levels. They now need to have a much clearer approach to tracking and monitoring of children's progress in order to raise attainment further. The pace of change across the school is too slow. There needs to be a more strategic approach to developing and improving the school which involves all staff and the school community.

- Staff report that they receive good support from the leadership team. The depute headteacher has responsibility for developing and monitoring the work of the school. The monitoring calendar should be reviewed to ensure a clear focus on the environment for learning and the quality of learning and teaching.

- The school has established vision and aims and has shared these with the school community. However, more needs done to ensure that the vision for what the school is trying to achieve is implemented in the day-to-day work of the school. For example, the school needs to take steps to ensure that high standards of attainment and achievement are expected for all children within the school. All staff within the school are hardworking and are committed to the school and its community but there is now a need to provide staff with clearer leadership and direction to allow this work to be more effective and have a greater impact on children's attainment. The school is provided with clear information on the social and economic context of the school by the education authority. The school should

now use this knowledge to shape further improvement within the school.

- There is clear evidence of staff identifying the need for change and a resultant improvement plan to take forward areas needing improved. However, the school needs to have a more rigorous and robust approach to identifying the schools strengths and areas for development against national standards. Staff are keen to identify and take on board areas requiring change. Staff need clear leadership and direction to enable them to take on board leadership of change effectively. Staff would welcome opportunities to be able to look at areas of good practice in other schools to help shape changes. The school would benefit from developing a culture of professional learning and enquiry to help shape well informed change. Collegiate sessions need to have a clear focus on professional learning to help take the school forward.

- Staff are reflective and try hard to improve their practice and have clearly identified areas that they would like to improve. Opportunities for staff to evaluate the overall work of the school and the effectiveness of classroom practice needs to take place in a much more formal way. Staff need opportunities to meet formally with the senior management team at regular intervals throughout the year to discuss children's progress and plan interventions as needed to ensure children make appropriate progress.

- The school is data rich with information on children's progress through a range of assessment data. The school need to now ensure that they use the information to focus on reducing inequity and reducing the attainment gap.

- Staff take opportunities to plan together and discuss assessments with each other to help improve consistency of standards across the school. We feel it would be helpful for staff to be able to share assessments with other schools regularly to ensure a shared understanding of the standards expected.

2.3 LEARNING, TEACHING AND ASSESSMENT — *satisfactory*

This indicator focuses on ensuring high-quality learning experiences for all 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 provides an overall environment for learning teaching and assessment in which staff show a clear commitment to children's welfare and development. Overall, most children engage willingly in lessons. Most show, at times, an interest in their learning. Most work well with their peers in group tasks, engaging in discussions about their work. However, some children at the early primary stages need more opportunities to share resources and take turns in group. The majority of children handle independent tasks well but some could not sustain tasks well without direct teacher intervention. Most children, particularly at the upper stages, respond particularly well to tasks involving problem- solving approaches. In a few classes, children become too quickly disengaged when faced with tasks which are not well matched to their needs and capabilities.

- Most lessons are well organised, and the majority are based on relevant tasks. Almost all teachers provide explanations and instructions which are clear and effective, and the tone in most classes is positive and encouraging. Most staff make some use of digital technologies as a feature of their teaching, but do not yet involve children enough in using computers and other digital devices as a regular, core part of their learning. Overall, children need to be given more opportunities to make more choices and take a greater lead in their learning. Homework features regularly in most classes. However, the quality of homework tasks are too variable across the school.

- The school's approaches to assessment need further development. There is not yet significant evidence of the impact of moderation on staff's understanding of standards. Staff need to continue to develop their knowledge and skills, for example to judge when children achieve a level. Staff do not yet use data fully, effectively or consistently to guide decisions about learning and teaching. The senior management team needs to take a stronger lead in managing data in ways which support staff's decisions. It is important that the school becomes clearer about their strategy to raise attainment for all. Some staff are diligent in providing children with helpful written and oral feedback on their performance which is helping children be more aware of their next steps in learning. Steps could be taken to make this a more regular feature in all classes.

- Staff plan some key aspects of the curriculum effectively, for example using helpful

‘pathways’ resources provided by the education authority. Planning in aspects other than language and literacy, and mathematics and numeracy is limited. Current approaches to planning at whole-class level provide a useful framework for learning and teaching. Planning for different groups and individuals, including those facing additional barriers to learning, is not a strong feature in the school. At present, weaknesses in the school’s uses of assessment data mean that tracking and monitoring approaches lack effectiveness. The school should now consider the social economic context of their community more fully when planning learning.

- There needs to be a clearer focus on giving pupils a stronger voice across the school. In the majority of classes there are good examples of children having a say in planning their learning and taking responsibility for their learning. In a number of classes we observed children being made aware of their strengths as learners and being made aware of how their learning links to the world of work. These strong features of practice need to be developed more fully across all classes. The school has begun to make children more aware of the world of work by inviting in parents from different occupations to discuss their jobs with children. We urge the school to look at ways of building on this and developing it further to ensure children become more aware of occupations and skills required for these jobs.

2.2 CURRICULUM: theme 2: Learning Pathways

- Curricular pathways are in place for some aspects of the curriculum. At present these support teachers planning in literacy, numeracy, health and wellbeing, modern languages and music. In order to promote progress and achievement for all learners, staff should develop clear curricular pathways for the remaining areas of the curriculum. There is scope to further develop flexible learning pathways for children with additional support needs so that their needs are better met.

- Staff plan using experiences and outcomes, however this is not consistent across curricular areas and progression needs to be improved. The programme for social subjects should be reviewed, taking account of the design principles from Curriculum for Excellence.

- Themes linking learning are currently identified during the planning process; however, plans do not take sufficient account of experiences and outcomes across all curricular areas. Staff would benefit from developing a fuller understanding of Interdisciplinary Learning (IDL) to ensure a collegiate understanding of how links can be made across the full range of children's learning experiences.

- Pupils benefit from visits from businesses, particularly in relation to supporting the health and wellbeing programme. There is not yet sufficient attention placed on developing skills for learning, life and work. Staff should consider this when developing curricular pathways.

- The school has recently increased the range of technology hardware available to staff and children however insufficient use is made of digital technology to enhance learning experiences.

- Outdoor learning is at an early stage of development with all classes having regular access to the school grounds for both curricular and physical activity. The programme of outdoor activities should be reviewed to ensure that it builds on prior learning and enhances the delivery of the curriculum.

2.7 PARTNERSHIPS: theme 3 Impact on learners – Parental Engagement

- Overall the school has a few of ways of engaging and communicating with parents about the school and their child's learning. This could now be built on to engage parents more fully in learning to help raise attainment.

- Staff in the school send regular communications home about school events, school news and specific initiatives. New P1 parents and carers benefit from an induction programme that includes a parent/carer presentation. The school is starting to use a social media site to communicate learning news and share achievements. The school has introduced learning walks for parents and carers to showcase learning and engage with parents and carers. Staff share homework plans with parents and carers through homework diaries and in some classes through use of a communications app.

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 that need to be addressed as a matter of urgency.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

weak

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's 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 every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

Wellbeing

- Children feel they are learning and making progress in their learning about most aspects of health and wellbeing. They are able to speak of relationships, sexual health, substance misuse, safety (internet, social media, fire, road, personal), food and health, physical activity, clubs, anti-bullying. Almost all children who responded to the questionnaire felt that the school was helping them become more confident and they enjoyed learning at school.

- Most children recognise and can demonstrate ways in which in they feel safe and supported. Opportunities for children to express their views, at this point in time, are limited. The school should embrace further opportunities for children to express concerns, give their own views on school life and contribute to school improvement and their own learning. Pupil voice is not a strong feature of the school although plans to re-establish pupil committees could help address this.

- In order to develop and enhance children's learning fully, the school should be clear about the partners in the school community and the contribution they can make to the totality of the curriculum.

- Whilst relationships around the school are generally positive, children would benefit from the school exploring the development of a whole-school approach to promoting positive relationships.

Fulfilment of statutory duties

- The school was unable to provide evidence that relevant planning (including Coordinated Support Plans) for children who may need additional help in their learning, had been in place. As such the needs of a number of children were not being fully met. The school was unclear how it was overcoming barriers to children's learning. In recent months, individual staff had recognised this weakness and additional support plans are now being created for several children. The senior leadership team, as a matter of urgency, must give a greater focus to ensuring that children with additional support needs have their learning planned and evaluated appropriately. We have discussed with the

school the necessity to involve parents and partner agencies in the process and that such planning should ensure a flow of relevant information as children move from stage to stage and school to school.

- The school should ensure that it meets its statutory duty for the provision of Religious Observance.

Inclusion and equality

- Overall, children have an awareness of, and can recognise, equality and feeling included. In many cases, children do not feel confident in their ability to take action on concerns on behalf of others. The school should address this within a whole-school approach.

- Whilst most children feel supported to achieve well in their learning this is variable from class to class. The expectations of children from staff was not consistently high to ensure that all children were included in their learning. The school should review approaches to how it identifies and manages behaviour issues as this is often a barrier to learning for specific children and at times for a whole class. There should be a collective approach to identifying the root causes of behaviour particularly at the early stages.

- The school should monitor the impact of pace and challenge in lessons to ensure that all children are included fully in all lessons. The school should keep under review when staff extract specific children/groups from classes and ascertain whether this is the best strategy to support the needs of all children.

- The school does not have consistent and effective, strategies in place which are improving attainment and achievement for all children. Staff need to be clear and more consistent and transparent as to how they meet children's needs to ensure equity for all.

- Although individual staff are confident in using the wellbeing indicators, this is not the case in all classes. The school now needs to develop a whole-school approach to ensure that staff develop approaches across the curriculum which explore for example, diversity and racism and allow all children to be fully aware of what inclusion means.

- Being more proactive in developing an awareness of the specific needs within the local community would assist staff in identifying and removing barriers to children's learning and ensuring a greater sense of inclusion for all.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

satisfactory

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 learners' achievement*
- *Equity for all learners*

Language and literacy

- The school was not able to provide a width of reliable, valid assessment data and therefore evaluations are based on evidence outlined below.

- Most learners make satisfactory progress from their prior levels of attainment in literacy.

- A majority of children who have achieved the early level can write and punctuate simple sentences independently and talk about an author, title and illustrator of a book. The majority of children could decode and encode simple three letter blends. Children are working on developing their fluency and oral retelling of a story. Most children can give simple responses to questions and could share their views on topics. Most children can hear and articulate sounds in words.

- Most children who have achieved the first level can write well for a range of purposes but a few children could be challenged further. Most can read well core texts and comment on texts which they enjoy. Children are beginning to use a range of reading strategies to improve accuracy. Most children are able to listen to and respond to the ideas of others.

- Most children working towards the second level could write texts across a variety of genres using appropriate punctuation and spelling. Most children can write for a variety of purposes across different genres of writing. Teacher feedback could be more specific in some stages to take learning forward. Ensuring children act on teacher feedback will support children to get to know themselves better as learners

- Children are becoming increasingly confident in selecting suitable reading strategies for the task in hand and most children can read fluently. A few children commented that the introduction of Rainbow Readers is engaging them in reading and helping them to read texts across the curriculum. Most children can confidently interact with each other and build on the ideas of their peers. Children are able to use a good range of vocabulary across the curriculum, for example, use of mathematical language to discuss angles.

- Staff are carrying out a range of assessments and organising pupil tasks that contribute to their professional judgements. The consistent use of reliable assessment and data analysis to inform next steps and evaluate interventions should be developed to raise attainment and achievement.

Numeracy and mathematics

- Across the school children's attainment in numeracy is satisfactory, with only a majority achieving appropriate levels. Within this, there are a few children at each level who are achieving well. However, too many children are not yet achieving their potential in numeracy and mathematics. Whilst children mostly complete, successfully, the tasks which they are set, the quality and level of challenge in these tasks is too inconsistent, limiting children's progress and attainment in numeracy and mathematics.

- There are no clear patterns of improved attainment in numeracy and mathematics in the evidence provided by the school, nor from the evidence of the inspection. The tendency towards whole-class teaching for numeracy and mathematics may be having the unintended consequence of reducing the effectiveness with which the needs of individual children are being met.

Number

- Across the school children's ability in number was too variable and overall not sufficiently strong. At the early and first levels, the majority of children were not achieving well enough nor at a fast enough pace. At the middle stages, too many children had not yet developed skills across an appropriate range of aspects of mathematics and numeracy, limiting their overall achievement of a level. Children in the current P7 showed a good grasp of number and number processes.

- Overall, children's skills in mental calculations need to be further developed, with progressively higher expectations in terms of how they carry out these calculations.

Money

- The majority of children by the end of the early level showed an understanding of a few coins and recognised money as having value. Around half of the children understood how to give change from simple amounts. Overall, children at the early level and first level need more practical experience to help develop their understanding of money. Most older children are developing well their understanding of aspects of value for money, and some of the principles of currency exchange.

Measure

- The majority of children in P5 and P7 were able to estimate and measure distances in metres. Overall, children would benefit from more practical experience to further develop their understanding of measure as they go through the school.

Information Handling

- Children in P7 could describe a limited range of graphs, and could explain their uses and advantages. For example, they could recall the use of graphs in class surveys. However, across the school children do not have sufficient experiences in a range of graphs and spreadsheets and how they could be used to analyse information.

SCHOOL CHOICE OF QI 2.5: FAMILY LEARNING

- Engaging families in learning
- Early Intervention and prevention
- Quality of family learning programmes

- The school is at the very early stages of developing approaches to family learning. At the time of the inspection, staff had not had the opportunity to discuss this as a group and develop an action plan. We discussed with staff several possibilities to support the school in developing this area of its work. These included giving an increased focus to, and identifying the needs of the local community in which the children live. By auditing and developing what is relevant to the Calderbridge community, staff would be able to identify how best to assist families in supporting their children's learning. In doing this, staff should identify, and build relationships with a range of partners in the local and wider community.

- We have suggested that it might useful to work with current P1 parents in looking at their recent involvement in the transition process from nursery to P1 and see what has worked well and what could be done better. This could be a useful base for the development of family learning.

PARTICULAR STRENGTHS OF THE SCHOOL

- The commitment of staff and their willingness to work together to improve the school. This includes the support staff , clerical and janitorial staff and catering staff who contribute to the welcoming ethos of the school.
- Strong approaches to teaching and learning in the majority of classes.
- Across the school children are polite, confident and enjoy the environment for learning provided by the school and its grounds.
- The collaborative work of the nursery staff leading to improvements. In particular the approaches to outdoor learning.

AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL

- Strengthen the schools approach to self-evaluation in order to improve how the school tracks children's progress in learning to raise attainment further.
- There is an urgent need to review the approaches for support for learning across the school and nursery. In doing this, they need to improve the planning of learning and assessment for children with additional support needs.
- Improve the consistency in approaches to teaching and learning across the school.
- Strengthen the leadership and direction of the school and nursery. In doing this, the senior leadership team and staff need to increase the pace of change across the school.
- The school needs to ensure that staff are supported in helping children build on prior learning effectively across all curricular areas. In doing this they need to consider how they reduce the bureaucracy currently involved in their approach to planning learning.
- Implement the recommendation and areas for development identified within the January 2015 Care Inspectorate report.

WHAT HAPPENS AT THE END OF THE INSPECTION?

We will liaise with North Lanarkshire Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school. We will discuss with North Lanarkshire Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Section Two

Section Two

Summarised Inspection Findings

Calderbridge Primary School Nursery Class

1.3 LEADERSHIP OF CHANGE

satisfactory

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 in 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 leadership of change is satisfactory. The nursery is not involved within the school community. Consistent strategic direction is required from the senior leadership team to ensure practitioners are effectively supported to carry out their role in delivering high quality early learning and childcare.

- The nursery class has a clear set of aims and objectives outlining the key purpose of the setting. A shared vision for the nursery should now be developed which reflects the context of the nursery within the school and wider community. This should fully involve staff, parents and children.

- The knowledge and skills of practitioners is used to take forward improvements within the nursery. Career-long professional learning opportunities have given staff confidence and the skills to take forward new developments. Performance review and development sessions now need to be more in depth to ensure all staff are given the appropriate support and challenge to enable them to continue to develop their professional knowledge and skills. Practitioners within the nursery show good leadership skills. They are motivated, work very well together. and demonstrate a commitment to improvement.

- Engagement in professional dialogue is enabling practitioners to make informed decisions about what needs to improve within the nursery. They have a shared understanding of the strengths of the setting and the areas where improvement is required. It will be important for the senior leadership team to provide effective support and guidance to practitioners to enable them to measure the impact of improvements on children and families.

- Self-evaluation should be now be developed further to ensure it is integral to the work of the setting and is sufficiently robust to ensure improvements are based on sound judgments. Senior leaders and practitioners will find it helpful to use *How good is our early learning and childcare?* along with other frameworks to support self-evaluation activity. The school improvement planning process now needs to take better account of the strengths and areas for improvement within the nursery.

2.3 LEARNING, TEACHING AND ASSESSMENT — *good*

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*

- Most children, including new children are motivated and engaged in a range of interesting indoor and outdoor learning experiences. Children benefit from being able to move freely between the playroom and the outdoor area. Most lead their own learning and make choices about where they want to play and select resources to support their learning. Most children are able to concentrate well on their chosen activities. They are supported well to develop their creativity and problem-solving skills through the use of natural and open-ended resources across different areas of the playroom. There is scope to increase the amount of open-ended resources readily available, particularly outdoors. Staff make appropriate use of digital technologies to support learning. For example, music programmes and supporting children to research for information.

- Staff are caring and responsive in their interactions with children. Staff make good use of higher level questioning to support children's thinking skills and deepen their learning. The ethos and culture of the setting values children's contributions. Staff actively listen to children and take their views into account when planning learning experiences or key events such as outings.

- Staff know children well and can discuss the progress children are making. Effective use of observations enable staff to make judgments about the progress children are making. This informs next steps in learning for individual children. A few children are able to confidently reflect on their learning. Staff continue to support children's skills in this by encouraging children to talk about their learning when sharing their individual profiles with their parents. There is now scope to involve children in discussing what they might learn next. Staff should consider innovative and creative ways that are developmentally appropriate to engage children in this process.

- Children's progress is not yet tracked or monitored systematically to give an overview of the progress all children are making. It will be important for practitioners and senior managers to have an overview of the progress children are making within the nursery and use this information to support continuity in learning within and across the early level.

- Practitioners plan over different timescales to ensure children develop and apply their skills across all areas of learning. They now need to ensure that planning takes account of children's prior knowledge and skills to ensure sufficient support, challenge and progression in their learning.

2.2 CURRICULUM: theme 2: Learning and Development Pathways

- Literacy, numeracy and health and wellbeing feature highly within curriculum planning and within children's learning profiles. Practitioners plan well to support these skills by using the experiences and outcomes from Curriculum for Excellence to identify clear learning intentions and appropriate and meaningful learning experiences. When planning learning contexts, staff should ensure there are opportunities to provide children with sufficient depth and challenge in their learning.

- All practitioners take responsibility for developing early literacy and numeracy skills. Real-life experiences support children to develop these skills in different contexts. The Forest Kindergarten approach successfully provides children with rich, challenging and exciting experiences.

- Practitioners gather relevant information from parents as part of the transition from home to nursery. Staff could consider the benefits of using *Getting it right for every child* (GIRFEC) wellbeing indicators to identify children's prior learning and use this information to plan for individual care and learning needs. Cognisance should be taken of the prior skills and knowledge of children returning for a second year at the setting. Collaborative working with colleagues within the primary school should be developed further in order that staff can share methodologies and plan for progression so that children continue to develop and learn across the early level of Curriculum for Excellence.

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

- Parents are encouraged to be involved in the life of the setting through attending events, fundraising and supporting practitioners on outings. As part of the planning process, parents are encouraged to talk to their child about specific learning contexts and share with practitioners what their child might want to 'find out' about next.

- The very good outdoor learning programme is delivered in partnership with parents. Children are developing important skills for life as part of the visits to the local woodland. The setting has developed positive relationships with a few partners within the community such as the local store and the library. Practitioners report that visits to the local library for 'Bookbug' sessions has increased parents awareness of the importance of reading to their children. Children are developing their awareness of healthy eating through visits from staff who are employed in a local supermarket.

- Parents are encouraged to be involved in their child's learning through meetings with practitioners. Children's achievements and progress is shared with parents through a 'two-way' discussion. Parents are given opportunities to review their child's individual learning profile. They regularly contribute to the profiles and make positive comments about the progress their child is making. To encourage a greater level of parental engagement, it will be important for practitioners to share with parents the valuable contribution parents make to their child's learning within the setting, at home and in the community.

2.1: SAFEGUARDING

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant Practitioners 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 that need to be addressed as a matter of urgency.

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*

- The ethos of the setting is built upon positive and respectful relationships, trust, honesty and respect. This is helping children and families to feel welcome within the setting. The nurturing approach helps children to settle, feel comfortable and secure within the nursery. Staff have some knowledge of the GIRFEC wellbeing indicators. They should now consider ways to develop the use of the indicators to support children in a developmentally appropriate way to understand each of the indicators. It will be helpful to link this to children's rights.

- Practitioners promote positive behaviour. Children are supported to understand the nursery 'rules'. The majority of children are aware of why they are important. Children demonstrate care and kindness towards their peers. A few older children have been taking on the responsibility of a 'buddy' to support new children settle into nursery. Children are developing early leadership skills. As discussed with staff, there is scope to develop this further across different areas of learning.

- Senior leaders and practitioners need to fully understand their responsibility to meet statutory duties and the benefits of taking account of guidance to ensure children's care and learning needs are met. The inspection found that senior leaders and practitioners are not aware of specific codes of practice and guidance. Documentation is not in place or robust enough to ensure appropriate planning for children who have additional support needs. Risk assessments are not complete for many of the indoor and outdoor activities. Parents must be kept fully informed of matters relating to their child and involved in any planning for their care and learning needs. Improved partnership working with support agencies will support practitioners to plan more effectively for children. Monitoring of plans and early intervention strategies must take place to ensure positive outcomes for children and families.

- Practitioners actively promote inclusion and equity. Children and parents are treated with respect. Children who may experience potential barriers to their learning are supported to take a full and active part within the nursery.

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*

- Most children are developing good early literacy skills. Children benefit from imaginary and real-life experiences which are helping children to develop these early literacy skills within relevant contexts. Children are developing their listening and talking skills well through small group times and support from staff during free play situations. Through self-evaluation processes, continue to ensure the environment for learning is literacy rich.

- In numeracy and mathematics children are making good progress. Children are developing skills in counting through nursery routines and planned learning experiences. They use mathematical language well during free play. Through arts and craft activities, children are developing a good awareness of shape and pattern. Children will benefit from being able to develop further their skills in money, time and information handling.

- Most children are making good progress in health and wellbeing. There is a good focus on children's emotional and social wellbeing. Children are developing physical skills well as they use the challenging apparatus within the garden and negotiate the difficult terrain during woodland walks. They are learning about risks and understand the importance of safety during woodland walks.

- Skills in social studies and science are developing well. Children benefit from a range of interesting learning contexts. There is scope to develop further children's skills in religious and moral education and science.

- Children are becoming increasingly confident within their environment and continue to make good progress. Through focused observations staff are identifying significant learning and using this to identify next steps in learning. To ensure children make the best possible progress, practitioners need to ensure children's learning targets are specific, measurable and reviewed to ensure positive impact on children's learning.

- Staff offer praise and encouragement to build children's confidence. Children's achievements are celebrated well and are recorded within children's learning profiles. Parent's share children's achievements from outside the setting well. Children are encouraged to talk about their experiences and achievements and record them within

their learning profiles. Staff should ensure that children's skills and knowledge are built upon to offer continuous challenge in their learning.

- Children benefit from a supportive and inclusive ethos. All children are able to access the range of learning experiences provided. Staff take steps to reduce potential barriers to learning, however, staff now need to ensure recording of children's care and learning needs is in place to ensure their individual needs and targets are explicit. They now need to work effectively with partner agencies to build a clearer picture of the social, economic and political context of the setting.

SCHOOL CHOICE OF QI 2.5: FAMILY LEARNING

- **Engaging families in learning**
- **Early Intervention**
- **Quality of family learning programmes**

- Practitioners encourage learning at home through 'Family Fun Bags'. These are issued to families during the final term of the year. The activity bags are encouraging families to play and learn together within their home environment. This resource should be made available all year to promote learning together rather than viewed as a tool to prepare children for homework.

- The nursery is at a very early stage of developing family learning. There is a commitment to supporting families; however, practitioners require support and guidance from the senior leadership team to increase their understanding of family learning and what it might look like within the setting. Practitioners now need to be clear about the needs of children and families within the setting in order that they can provide appropriate support. It will be important for practitioners to ascertain the range of partners and support available for parents within the community. Better links should be made with the community centre which sits on the school campus.