

# Summarised inspection findings

**Cawdor Primary School Nursery Class**

The Highland Council

12 September 2023

## Key contextual information

The Early Learning and Childcare setting (ELC) is a class within Cawdor Primary School which is an accessible rural school. The school is part of the Nairn Academy Associated Schools Group (ASG). The ELC provides places for 30 children at any one time from age three to those not yet attending primary school. At the time of the inspection there were 22 children on the roll. Most children attend term-time from 9.05 am until 3.05 pm five days per week. There is a breakfast club from 8.15 am until 9.05 am which is integral to children's funded provision should parents choose it. Less than ten children attend another early learning and childcare provider as part of their 1140 blended provision.

The ELC is led by the headteacher. There are five early learning practitioners. Four have different work patterns across the week.

### 2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Children and practitioners demonstrate the school values of kindness, teamwork, belonging and respect in everything they do. The values, alongside the national wellbeing indicators, underpin learning and teaching and all of children's experiences.
- Children are enthusiastic, motivated and engaged learners who have a very clear idea about what they want to do each session. Children enjoy close friendships and are learning to show respect and awareness of each other. Almost all children play a significant role in planning, organising and leading their learning. Children routinely adapt learning spaces and materials to enable them to realise their ideas. They use prior learning naturally to add value and meaning to their current interests.
- Outdoors, children set up their own learning spaces spontaneously to match their interests throughout the day. They work very well as a team and incorporate early language and mathematical skills as they need them. Children use outdoors as part of their core experience and transition with ease from indoors to outdoors. Practitioners provide a range of high-quality stimulating experiences to enable children to learn in and about the outdoors.
- Children engage in digital learning in fun ways. They use their large electronic screen to create their own art, engage in fun activities and practise their skills in early mathematics.
- Practitioners interact skilfully with children. Their consistently nurturing, respectful approaches are underpinned by regular high-quality professional discussion and learning alongside the headteacher. Practitioners support children to be curious and look for the potential in their learning. They give permission for children to try things out and enable them to maximise all of the learning spaces, materials and loose parts indoors and outside. Practitioners use short

gather together times well to create a sense of belonging. These sessions help children to share and reflect on their learning well.

- Practitioners, as children's keyworkers, use consistently well-understood approaches to analysing and documenting children's significant learning well. This enables them to clearly identify the progress children are making in early language and communication, early mathematics and health and wellbeing. As planned, practitioners should begin to track children's progress across other areas of the curriculum. Practitioners also use local guidance to monitor children's development. All children have an informative individual profile which they and their families can access daily. The headteacher works very closely with practitioners to monitor children's progress.
- Practitioners plan for children's learning and achievement in bespoke ways which suit their children, school environment and parental preferences. They plan across different timescales and learning spaces. Practitioners plan an appropriate balance of adult and child led learning which occurs naturally and is responsive. Children's voice within these planning approaches is strong. As a result, there are high levels of personalisation and choice through using children's ideas.

## 2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

### 3.2 Securing children's progress

very 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

- Children are making very good progress in early language and communication. Those who are able listen very well in a group situation. A few children have made significant progress in gaining verbal communication skills since starting the ELC. Most children talk using a wide vocabulary incorporating technical words. They are confident in addressing their whole group about their learning and views. Older children engage in extended conversation with adults where they exchange knowledge. Children, following listening to a story, like to make their own books. They form letter shapes confidently and can identify the roles of authors and illustrators. A few children are learning to spell common words.
- Children are making very good progress in early mathematics. Children collected data about their preferred drinks following experimentation with water fusions. They select their own lunch on a pictogram and calculate totals for each meal choice. Children use counting routinely and accurately in their play. Almost all older children count confidently and apply their skills meaningfully to add value to their play. Almost all children understand measure appropriate to their stage of development. They know the language to use to support their commentary as they play.
- Children's progress in health and wellbeing is very good. Appropriate to their developmental stages, children can talk about the national wellbeing indicators in a way that is meaningful to them as individuals. Children risk assess their playroom and outdoor spaces and talk about what is safe. They make judgments during their play about being safe and respectful. Children enjoy nurturing relaxed lunches and snacks in their playroom. They show high levels of independence as they prepare and serve their food.
- Children are making strong progress in early science. They grow vegetables and herbs and incorporate them into their play. Children speak knowledgeably about the life cycle of frogs following their discovery of tadpoles. They readily investigate and experiment with materials explaining their rationale as they work.
- Children are making very good progress since starting at the ELC. Led by the headteacher, practitioners are becoming more confident in the use of data to show the value they add over time. They have adapted their documentation to keep a check on children's progress and plan to extend their approach into other curricular areas.

- Practitioners have a clear understanding of equity within their school community. They are well informed about school, local and national policy to ensure children who face any barriers receive the support they need. Practitioners have helpful links with a Community ELC worker and local health staff. They know how and where to signpost families who may require additional help or guidance.

## Other relevant evidence

- Children engage in energetic play each day. They have 'PE' sessions outdoors and in the school gym hall. Children have daily access to bicycles and climbing equipment. They use playground spaces to climb trees and run freely.
- Children have ample access to books indoors and out. These are relevant to children's interests. Children can choose to take books home.
- The headteacher is a highly skilful leader of early learning pedagogy. He leads very high-quality professional learning for practitioners and monitors the impact of this very closely. The headteacher is highly attuned to the individual skill set of each practitioner. He knows children and their families very well. He monitors closely the outcomes for children and provides support and challenge to practitioners where he feels action is needed. All children are making very good progress as a result of the quality of leadership across the ELC.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.