

REPORT TO: Education Committee

MEETING DATE: 17 March 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Scotland Inspection of Sanderson's Wynd Primary School and Nursery Class

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of Sanderson's Wynd Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. note the content of the Education Scotland letter (Appendix 1);
 - ii. note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2);
 - iii. note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3); and
 - iv. note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.

3 BACKGROUND

Inspection model

- 3.1 The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Sanderson's Wynd Primary School and Nursery Class.
- 3.2 The inspection included the specialist local authority provision for severe and complex needs, the Hub. The team used HGIOS?4 to evaluate the quality of the provision.

- 3.3 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of their three day short model inspection using a six-point scale ranging from excellent to unsatisfactory:

HGIOS?4:

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

HGIOELC?:

- 2.3 Learning, Teaching and Assessment
- 3.2 Securing Children’s Progress

- 3.4 At the end of the inspection process, the outcomes are published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provides a statement of the confidence the inspectors have in the school’s capacity to improve the quality of its own work. This is published along with the summary of inspection findings (SIF). The SIF is a professional report and summarises the findings from all the evidence gathered during the inspection. This document is intended to be used by staff in progressing school improvement.

National Improvement Framework

- 3.5 As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations of QIs 2.3 and 3.2 feed directly into the evidence base for the NIF in order to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government, with the next report due to be published in December 2020.

Inspection Findings

- 3.6 Sanderson’s Wynd Primary School and Nursery Class was inspected in December 2019. A letter to parents and carers summarising the key findings was published on 3 March 2020. The quality indicators were evaluated as follows:

Quality Indicator		Sanderson’s Wynd Primary	Sanderson’s Wynd Class
HGIOS?4 and HGIOELC?		Primary 1 to Primary 7	Early Learning and Childcare
2.3	Learning, teaching and assessment	Satisfactory	
3.2	Raising attainment and achievement	Satisfactory	
2.3	Learning, teaching and assessment		Satisfactory
3.2	Securing children’s progress		Satisfactory

Improvement Actions

- 3.6 Mrs Lynsey Blair has been in post as Head Teacher of the school since November 2017. Her work to foster a school community where children are valued, respected and included was highlighted positively in the inspection report.
- 3.7 A local authority review and follow-up progress visit were undertaken prior to the inspection to support the school's self-evaluation and capacity for improvement. The senior leadership team and school staff engaged well with this process and they were able to demonstrate improvements made throughout the inspection. The outcomes of the review were validated by Education Scotland.
- 3.8 The Education Service has provided additional resource to the school through the Early Learning and Childcare support teacher to support the improvements in the nursery. The principal teacher is non-class committed in order to support the Head Teacher to lead improvement.
- 3.9 The school's Quality Improvement Officers, Mrs Karen Haspolat and Ms Clare McGarr, work closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 POLICY IMPLICATIONS

- 4.1 None.

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – none.
- 6.2 Personnel – none.
- 6.3 Other – none.

7 BACKGROUND PAPERS

- 7.1 None.

Appendix 1: Education Scotland report on Sanderson's Wynd Primary School and Nursery Class

Appendix 2: Summary of Findings, Primary School and Nursery Class

Appendix 3: Summary of Findings, Nursery Class

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DATE	3 March 2020

3 March 2020

Dear Parent/Carer

In December 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Sanderson's Wynd Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The positive steps taken by the headteacher to foster a school community where children are valued, respected and included. This is leading to a calm and purposeful learning environment across the school.
- Creative approaches to outdoor learning, providing rich opportunities for children to learn in a real-life context.
- The quality provision of The Hub which supports children well with additional support needs and contributes positively to the inclusive whole school ethos. Children across the school benefit greatly from their engagement with their peers across the nursery, primary classes and The Hub.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Lothian Council.

- Improve children's attainment in literacy and English and numeracy and mathematics.
- Continue to improve whole school approaches to monitor and track children's progress to better meet the learning needs of all children.
- Improve the quality of learning and teaching across the nursery and school to ensure all children are suitably challenged across all curriculum areas.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Sanderson's Wynd Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of environment	adequate
Quality of staffing	good
Quality of management and leadership	adequate

Requirements/recommendations made by Care Inspectorate for the nursery class

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

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4282>

What happens next?

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. East Lothian will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Marion Carlton
HM Inspector

Donna Conroy
Care Inspector



Summarised inspection findings

Sanderson's Wynd Primary School and Nursery Class

East Lothian Council

3 March 2020

Key contextual information

Sanderson's Wynd is a non-denominational school in the town of Tranent. Currently, the school has a roll of 324 children across 14 classes and a large nursery class offering a range of provision. The school has provision, known as The Hub, for children with Autism Spectrum Disorders and severe and complex additional support needs. The Hub has one class for children aged two to those not yet attending school, and four classes for children of school age.

The leadership team has changed significantly over the last few years. The current leadership team has brought much needed stability to the school, nursery class and The Hub.

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 headteacher and staff are committed to creating a learning environment where all children are valued, respected and included. Over the last two years, they have taken significant steps to create an environment where all children feel valued, included, respected and safe. The positive relationship policy has been updated to ensure any incidents of misbehaviour are dealt with appropriately. The headteacher should continue to work with parents and children to ensure the whole school community has a shared understanding of the school's positive relationships policy and approaches to supporting children.
- Most children articulate confidently the school values 'safe, respected and ready to learn'. These values underpin the work of the school. Class charters linked to the school values and ongoing work on the United Nations Convention on the Rights of the Child are supporting children to be ready to learn. Most children are keen to do well and engage positively in their learning. A few children require further support to engage in their learning.
- Children across the school value the opportunities they have to work with children from other classes and The Hub. This is developing their sense of the wider school community and their place within it. Teachers use consistent visual supports and shared language on expectations this is beginning to help create a calm learning environment. The headteacher and staff should continue to plan meaningful opportunities for children to work together across the school.
- The school has taken steps to improve the quality of learning and teaching. Teachers have agreed the key features of a quality lesson. They have used this to create a 'lesson blueprint' and a 'building brilliance' tool. Although these are at the early stages of implementation, they are already leading to a more consistent approach across the school. Currently, the quality of teaching is still too variable. Teachers should build on this positive start to ensure high-quality learning experiences for all children.
- Most teachers provide clear and effective instructions and explanations. They set tasks and activities that meet the needs of the majority of children. While there are examples of teachers

sharing the purpose of learning with children, this is not yet consistent. A few teachers share learning intentions and success criteria that are not easily understood by children.

- Learning assistants and support for learning staff provide effective support for most children who require additional support with their learning. Seniors leaders should continue to improve this support to ensure the needs of all children are met. They should include support for higher attaining children who require further challenge in their learning. Teachers should develop further approaches to learning and teaching ensuring all children experience an appropriate level of pace and challenge.
- Most staff make effective use of digital technologies in their teaching. Children benefit from the use of laptops and tablets in their learning to create digital presentations and carry out research. Children who have English as an additional language use translation software well with peer support. Children across the school would benefit from increased opportunities to use a wider range of digital technologies across the curriculum.
- Children talk with enthusiasm about outdoor learning experiences. They participate in high quality outdoor learning such as 'Teepee Tuesdays' and 'Welly Wednesdays'. This provides them, with well-planned opportunities to apply their learning in creative ways in a relevant, real-life context. For example, younger children participate in numeracy activities in the 'Secret Garden'. Older children develop their orienteering skills well in the school grounds.
- In a majority of lessons, teachers use questioning to check children's understanding. In a few classes, they do so to extend and deepen children's thinking. Teachers are beginning to use feedback to help children understand what they are doing well and what they need to do to improve. As a result, children are at the early stages of reflecting on themselves as learners. Teachers should continue to develop approaches to involve children in planning and evaluating their learning.
- Teachers use a range of summative assessments well in literacy and numeracy to inform their planning. Teachers update class tracking on a termly basis. They use the East Lothian Council (ELC) Frameworks to support planning for children's learning, as they develop approaches to ensuring pace, challenge and progression in learning for all children.
- The school has developed a useful model of moderation on which they are now building. Teachers participate in 'numeracy trios' with colleagues across the school. They value the growing culture of trust and peer support and are keen to share practice and learn from each other. Teachers are becoming increasingly confident at supporting and challenging colleagues. They are continuing to develop their understanding of how to make high quality assessment judgements. They have taken positive steps to moderate standards with colleagues in the associated schools group. They should moderate across other curricular areas and with colleagues in the associated schools group.
- Senior leaders are developing their approaches to monitoring and tracking. This includes teachers having a greater involvement in developing approaches to planning and assessment. Teachers recognise that increasingly robust assessment information will help to plan and evaluate the impact of interventions on children's learning.
- Senior leaders and teachers should now develop an effective whole school overview of children's progress. This should help them to monitor the attainment of targeted groups and make appropriate adaptations to learning experiences and teaching.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 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

- Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory. Most children with additional support needs make appropriate progress from prior levels of learning in line with individualised targets. There are early signs of increased attainment in aspects of literacy and numeracy. Whilst the school is taking action to begin to improve the accuracy of teachers' judgements, this remains an area for further development.

Attainment in literacy and English

- The majority of children make satisfactory progress in writing and listening and talking. Most children make good progress in reading.

Listening and talking

- The majority of children across the school are confident when speaking to adults and each other, and share ideas and opinions clearly. Across the school, a few children talk well, suggesting solutions and presenting arguments articulately. A minority of children are not yet confident when speaking to larger groups. At early level, the majority of children listen well to stories and a few ask and answer relevant questions. At first and second level, the majority of children listen and respond appropriately when talking to a partner. They articulate their learning confidently when presenting at assemblies. At second level, the majority of children identify the features of effective talking and listening. A minority of children, in most classes, talk over each other in class or group situations and do not listen well to instructions or explanations from staff. Children are not yet sufficiently skilled at building on the ideas and opinions of others.

Reading

- Across the school, most children enjoy reading and engage well with a range of texts. Most children at early level recognise initial sounds and simple blends. They are less confident when identifying sounds at the end of words. At first level, most children use strategies to support their reading. They know the key features of books and talk about the authors they enjoy. By the end of first level, children make notes of relevant information when researching in order to create their own texts. They cannot explain the difference between fiction and non-fiction. Across second level, most children skim and scan texts for information. They summarise effectively and identify the main ideas within a text. They are not yet confident in asking and answering inferential questions.

Writing

- Across the school, children write well for a range of purposes. At early level, the majority of children write using lower case letters and a few capital letters. They know there should be spaces between words but do not always apply this to their writing. At first level, the majority of children use simple punctuation accurately in their writing. They write simple personal accounts and create diary entries for characters from class novels. The majority of children use

interesting vocabulary in their writing. A few use descriptive language well to engage the reader. At second level, the majority of children apply their writing skills appropriately across the curriculum. The majority of children, with support, use paragraphs, headings and bullet points to structure their writing. They are beginning to use persuasive language to support an argument. Older children are not yet confident in producing extended pieces of imaginative writing.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory.

Number, money and measure

- Across the school, children are not confident when recalling number facts. This is impacting on their ability to solve problems mentally. The majority of children at early level double numbers to ten, with a few able to double to 20. Most identify numbers to 20 and understand place value to ten. The majority identify real-life contexts for using money. By the end of first level, most children order simple fractions and describe what a fraction is. A few are not confident in working with fractions. They use digital and analogue clocks to tell the time to quarter and half past the hour. The majority of children at second level simplify fractions and understand the link between fractions, decimals and percentages. Children at second level are beginning to solve more complex number problems. They cannot yet apply their numeracy skills confidently in unfamiliar contexts.

Shape, position and movement

- The majority of children at early level identify symmetrical shapes with one line of symmetry. They identify and draw basic two-dimensional shapes with increasing confidence. The majority describe basic properties of two-dimensional shapes. The majority of children at first level recognise more complex two-dimensional shapes and three-dimensional objects. They discuss their properties using appropriate mathematical language. The majority of children name acute, obtuse and right angles and label compass points. At second level, a few children know the diameter and radius of a circle. The majority calculate complementary and supplementary angles. They use protractors to draw acute and obtuse angles. Children across the school are not yet confident in applying their knowledge to solve problems involving shape and angles.

Information handling

- Children at early level collect and display information using a Venn diagram, a few discuss the information on display. At first level, the majority use tally marks appropriately to collate information and present it on simple bar graphs. They complete surveys and discuss the results. Children are not yet sufficiently skilled at recording and interpreting data using digital technologies. They cannot present information in increasingly complex diagrams, tables and graphs.

Attainment over time

- Current whole-school data shows overall improvements in attainment in literacy and English and numeracy and mathematics over recent years. Senior leaders are increasing the rigour of professional dialogue at tracking and progress meetings to increase the focus on improving attainment for all. Senior leaders now need to improve further approaches to ensure the data gathered reflects incremental progress towards achievement of a level more accurately. This is required to enable senior leaders and teachers to identify trends and to track the attainment of groups of children, as well as classes, more effectively.

Overall quality of learners' achievement

- Children have increasing opportunities to develop a range of skills, and experience success through planned activities which support wider achievement. High quality outdoor learning experiences support children to manage risk effectively and allow them to apply their learning successfully in a different context. Children develop a responsible attitude towards sustainability and caring for the environment through participation in the Eco-Schools Scotland programme and the John Muir Award. Staff work closely with Active Schools to provide a range of clubs and activities which help children develop a sense of teamwork and build their confidence. Children increasingly contribute to the life of the school and wider community well through leadership roles. For example, as prefects, digital leaders, buddies and house captains. They develop their communication skills effectively through learning to sign as part of the school's inclusive approach and implementation of total communication.
- Staff celebrate and share children's achievements in a range of ways including in class, at assemblies and on social media. There is an increasing focus on skills within learning and teaching, this is supporting children well to make links between learning and the world of work. Senior leaders need to track children's achievements to ensure each individual has opportunities for success.

Equity for all learners

- All staff have an understanding of the socio-economic context of the school and potential barriers impacting on children's attainment and participation. Senior leaders offer discrete and appropriate supports to children and families to ensure all children participate fully in the life of the school. Interventions such as the nurture base and holiday lunch club are funded through the Pupil Equity Fund. These interventions are leading to increased engagement, but as yet, these interventions are not leading to increased attainment. Senior leaders need to track and evaluate these interventions to measure their impact on raising attainment.

Quality of provision of Special Unit

Context

The Hub supports children from across East Lothian Council. There are four classes in total, two classes for children with Severe and Complex Needs (SCN) and two classes for children with Autistic Spectrum Disorder (ASD). Twenty five children currently attend on full time basis. Children in The Hub require intensive support from a multi-disciplinary team of teachers, additional support needs assistants (ASNAs) and allied health professionals. Each class has a dedicated teacher and a small team of ASNAs.

QI 2.3 Learning, teaching and assessment

- Overall, in The Hub, the quality of learning, teaching and assessment is good. The Hub has a nurturing and welcoming ethos. Children from mainstream classes work meaningfully alongside those with ASD and SCN. When their peers are supporting them, children are enthusiastic and engaged. Across the school, almost all children understand the signs used within The Hub. Almost all children in the school benefit from the consistent use of standardised picture communication cards.
- Senior leaders are developing an environment where communication is achievable for all. They actively encourage all children to be independent. Children make effective use of high and low technology devices such as switches, communication mats and communication software. This aids choice and encourages children to take an active role in learning. Children learn to use motorised wheelchairs using the smart platform. This helps children to be more independent and mobile. Occupational therapists offer comprehensive advice on how best children can learn to master this technology.
- The majority of children work on appropriate, enjoyable tasks that match their learning needs. Allied health professionals support children to overcome physical barriers to learning. On occasions, a few children are not fully engaged in learning. This mainly occurs when children are learning to take turns and, as a result, the tasks take too long. Staff now need to review the appropriateness of these tasks. In the majority of lessons, teachers use creative approaches and well-chosen resources to support the development of children's communication skills.
- Staff use National Milestones effectively to plan for children with complex additional support needs. Teachers keep track of incremental progress effectively and illustrate a child's learning journey and next steps in learning. Teachers use Milestones, alongside National Benchmarks, to facilitate multi-level assessments. Staff document children's progress using photographs and written evidence. Varied assessment approaches allow children to demonstrate progress in many ways. Senior leaders have taken positive steps to develop approaches to moderation.
- Planning for learning is highly individualised and takes account of Curriculum for Excellence experiences and outcomes. A minority of children have coordinated support plans. These are comprehensive in nature and link well with individualised education plans. All children have a child's plan. Teachers undertake additional support needs profiling and each child has an individualised tracking and monitoring document for Milestones and/or National Benchmarks. They have 'learning journey' files. Reports and profiles identify 'strategies to help' and the quadrant system captures an overview of The Hub's attainment. Senior leaders should review the volume and timing of recording and documentation to avoid unnecessary bureaucracy.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

- All children make appropriate progress from their prior levels of attainment in literacy and numeracy.
- The majority of children establish and maintain concentration for short periods and enjoy storybooks. Children listen attentively and show interest in illustrations. A minority of children identify initial sounds. A few are beginning to use a pencil without support. The majority of children set their own timetable daily and enjoy inclusive activities with mainstream peers. A minority of children with ASD say and read numbers to 30 and count in twos and fives. A few children working at early level order the months of the year and tell the time to the hour.
- As a result, of recently introduced assistive technology, communication and mobility aids, children are increasingly engaged in their learning. They are clear about what they need and want. They use switches and the mobility platform to move their wheelchairs. As a result, children have more autonomy and independence.

Overall quality of learners' achievement

- Children attend and participate in weekly whole school assemblies. They lead learning using sign and assistive technologies. Children go to the supermarket weekly to gain experience in the community and to develop skills for learning and life. They work together to develop communication methods. Peers who are normally taught in the mainstream part of the school record their voices on communication switches. This gives the children a realistic child's voice, which encourages effective use of this tool. Children use switches to make choices, ask questions and make statements.

Equity for all learners

- The majority of children are non-verbal. They express themselves with pictorial aids and through assistive technology. This works very well and almost all children communicate opinions and preferences in this way. Staff remove obstacles where possible. Allied health professionals work closely with school staff. As a result of this effective partnership working, children participate more fully. Class teachers provide effective support for children to develop strategies that make them more resilient and independent. Those children who are new to the school have improved attendance compared to prior levels. There are also improvements in listening, focused attention and a heightened tolerance to regular classroom activities.

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.



Summarised inspection findings

Sanderson's Wynd Primary School Nursery Class

East Lothian Council

3 March 2020

Key contextual information

The nursery class is a self-contained wing within Sanderson's Wynd Primary School. Registration allows children aged two years to those not yet attending primary school to attend. Ninety four children are able to attend at any one time. The setting has four playrooms with a fifth playroom forming part of The Hub. Catchment includes the local town of Tranent with children attending the special provision, The Hub, from across East Lothian. Over the course of a week, 82 children attend the different parts of the nursery for their sessions and extended days. This includes five children aged two who access their entitlement to early learning and childcare. Eleven children attend the special provision, the 'green room'.

Staffing has changed significantly over the last 18 months. This includes the creation of new senior practitioner roles and changes within the practitioner team, including the appointment of an Excellence and Equity Lead. The nursery has been on a significant journey of improvement following a local authority review in November 2018 and Care Inspectorate inspection in January 2019. Currently, the setting has a number of separate playrooms, each providing a different provision including extended hours and enhanced provision. The setting is moving towards being one Early Years Centre, within Sanderson's Wynd Primary School, which successfully meets the range of needs of children attending.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Practitioners have created a nurturing and inclusive learning environment. They welcome children individually and respond sensitively to their needs with care and respect. As a result, children are safe and secure in the setting and families are welcomed and included. Children are motivated and engage enthusiastically in their play. They enjoy playing with their peers, often seeking out children from other rooms and are developing friendships in a developmentally appropriate way. Most children engage well in the range of learning opportunities on offer, both indoors and outdoors. Real-life experiences such as visiting local shops and the library provide meaningful contexts for learning.
- The majority of practitioners use questions to help extend children's thinking. Practitioners now need to develop this further through an increased and consistent use of commentary and questions that promote higher order thinking. This will help ensure that there is a sharper focus on promoting depth, challenge and progress in learning. Practitioners working with the youngest children need to deepen their understanding of developmental stages to allow them to best support children's particular needs.
- Practitioners have reviewed and refreshed learning environments over the last year. As a result, they have created calm and stimulating playrooms. This supports the learning needs of most children. As practitioners continue to review and reflect on the quality of learning environments, they should include ongoing evaluation of the quality of learning opportunities

and consistency of experience that all children access in their playrooms. As planned, practitioners should continue with the development of the increasingly attractive outdoor learning spaces. Practitioners do not yet make sufficient use of digital technologies to support and extend children's learning.

- Practitioners have improved the quality of their observations of children at play. Recent professional learning, delivered by the visiting teacher, has supported this well. Practitioners make regular observations and these are beginning to inform judgments about the progress children are making in their learning. To improve the quality of observations further, practitioners need to ensure a consistently sharp focus on the significant learning of individual children. This will help identify next steps in learning for children. Sharing next steps more explicitly with children will help them understand what they need to do to be successful in their learning. Practitioners record their observations in children's individual learning story journals. Children are proud to share their journals as they recall their nursery experiences. Parents readily access journals and have opportunities to contribute, for example, sharing their child's achievements from outwith nursery.
- Practitioners have developed, and continue to refine, approaches to planning children's learning. This is helping them to be more responsive to children's interests and increasingly, to plan more effectively for individual learning needs. This is beginning to develop a consistent approach across playrooms. Practitioners are at the early stages of involving children fully in the planning process. The developing use of floorbooks will be helpful in taking this forward.
- Practitioners have recently introduced new approaches to track the progress children make in their learning in literacy and numeracy. They recognise that these new approaches need time to better inform planning and children's experiences. As planned, this should include the tracking of children's progress in health and wellbeing and the progress the youngest children make in their learning. As this embeds, practitioners will be able to identify when to intervene to improve outcomes for children. The introduction of whole school approaches, such as children's progress meetings, should be extended to support staff in evaluating the effectiveness of interventions.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Securing children's progress

satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Children are making satisfactory progress in communication and early language. Children aged two enjoy listening to stories, learning rhymes and engaging in conversations. They are developing vocabulary at their own developmental stage. The majority of older children are able to identify their name and recognise and name some letters. They enjoy opportunities to copy familiar words and letters. A few children are able to write their name. They are beginning to identify and suggest words that rhyme. Children could be developing and applying their early writing skills through a wider range of mark making. The majority of children enjoy exploring books, both independently and with an adult, with most listening attentively. They are keen to share them with adults and visitors. Children are developing vocabulary and can express their thoughts and ideas with practitioners. They are confident, communicate well with each other and engage in conversation during play. A few children require support to engage in discussion while others need support to follow the rules of conversation.
- In numeracy and mathematics, children are making satisfactory progress. Children aged two are able to recognise and name different colours and are starting to count. The majority of older children can match, sort and count to ten. A few children can count and order numbers up to 20 and are beginning to 'add on'. They have opportunities to explore the concepts of time through the routine of the day and are learning about the days of the week. Older children understand the concept of size and use the language of measurement as they measure and compare their heights. They are beginning to use real money in play. Children need to apply their developing understanding of numeracy and mathematics in a wider range of interesting and stimulating situations.
- Children are making satisfactory progress in health and wellbeing. They show respect to each other and are beginning to form friendships. Children learn about healthy eating through the provision and preparation of healthy snacks and discussions with practitioners on how to keep themselves healthy. All children benefit from and have access to the outdoors. They enjoy the physical challenge of using wheeled toys and bikes. Children enjoy walking to and exploring the 'secret garden' and nearby woods. They discuss their feelings when they register in the morning. Practitioners should build on this practice to allow children more opportunities to develop their emotional literacy.
- Children are making satisfactory progress in their learning over time. Their progress is captured in learning journals and new approaches to track children's learning. Practitioners

need to build consistently on what children already know and have achieved, to ensure they make the best possible progress.

- Practitioners promote positive attitudes by recognising children's individual achievements through the effective use of praise and encouragement. Examples include children developing skills in food preparation and simple cookery and awareness of safety while out in the local community. Practitioners display examples of children's work and share these more widely using social media. Whole school approaches, such as recognition boards, could provide another way for children's achievements to be recognised. Parents share children's wider achievements from home through children's learning story journals.
- Staff promote equity through creating a supportive and inclusive ethos and identifying potential barriers to children's progress. Practitioners have a well-developed understanding of the individual circumstances of children and families and readily identify strategies to support children. This includes sensitive and subtle changes to practice. Practitioners work with a range of partners to plan and deliver appropriate support, including additional staffing within the setting.

Quality of provision of Special Unit (contributes to nursery class evaluations)

QI 2.3 Learning, teaching and assessment

- The green room has a supportive, nurturing culture and ethos with a strong emphasis on positive, high quality relationships. This enables all children to feel safe and cared for, which prepares them to be ready and be engaged in learning.
- There is a strong focus on the promotion of different communication strategies to help ensure that children with complex needs engage well in their learning. Children use visual timetables, which helps them focus on their learning activities. Their learning experiences match very well to their needs and interests.
- With high levels of support and direct intervention from practitioners, most children work well on tasks. Practitioners are skilled at managing challenging behaviour when it occurs. They are able to re-engage children swiftly into an appropriate learning activity. Children engage well in purposeful activities during less structured times such as snack and outdoor play. Practitioners should continue, as planned, to increase the opportunities for children to participate in spontaneous interactions with each other.
- Children use the wide range of resources well which helps meet their varied learning needs. They benefit from physical exercise, group activities and individual play when using the soft playroom, sensory room and well-resourced, safe outdoor area. Children use tablets, talkers and switches well to access learning. Practitioners use a wide range of contexts and learning environments to enhance children's learning such as the local supermarkets, café and library. They should continue to use more community resources. Children also benefit from access the mainstream nursery when appropriate.
- Practitioners and other professionals work seamlessly together to provide consistently high quality learning experiences. They ensure that children are settled and ready to learn. Almost all children work on tasks supported by a high level of direct staff intervention. Practitioners use body language and eye contact as well as tone, pace, rate and volume of spoken communication, to support learning needs well. Children move well between tasks, supported by well-managed transitions. Practitioners make effective use of questioning, which in most cases involves concrete prompts, to check for understanding and skills development.
- Practitioners make sound professional judgements about children's progress. They use a range of assessments to determine how well children are learning. They assess robustly children's progress at regular intervals using their effective early development and learning document and other appropriate tools. Each child also has an individual learning story, which documents progress and next steps. Practitioners are beginning to use the authority tracking and milestones for learners with complex additional support needs.

QI 3.2 Securing children's progress

- Almost all children are working on individual milestones and making good progress from their prior learning. All children have long and short-term targets for literacy and communication, numeracy and mathematics and health and wellbeing in their individual educational plan. They incorporate relevant success criteria and next steps. Practitioners review these regularly and effectively to ensure that children are making the best possible progress.
- In early language and communication, almost all children are making good progress. Children have a real interest in looking at books and enjoy listening to stories. Practitioners are very skilled at incorporating rhyme and songs in the nursery unit. Children enjoy mark making in a range of contexts using different textures. They particularly enjoy using sensory materials.

- In numeracy and mathematics, children are investigating shapes and objects through a range of activities. A few children are learning to touch count.
- In health and wellbeing, children are developing turn taking and sharing skills. They are developing the skills to use appropriate utensils for eating and drinking.
- Children benefit from a wide range of high-quality experiences over time that supports them to make good progress over time. Practitioners promote equity for all children by making appropriate adaptations and ensuring access to suitable resources.

1. Quality of care and support

Children were happy, confident and they enjoyed their time at nursery. Staff were caring and respectful in their interactions. Parents and children were warmly greeted by staff on arrival to the service, supporting them to feel welcomed and included.

Children were supported to be independent and we saw that some children were engaged and busy in their play. They made full use of the toys and activities on offer. Children enjoyed showing us their learning stories and were able to talk about the photographs in their folders. Some progress had been made as next steps had been identified for some children and planning was in place. Further development needs to continue for children's next steps, as they were not always consistent and meaningful for all children. This would improve the depth and challenge of children's learning.

Personal plans were in place for each child and they contained relevant information. Strategies had been identified for some children who required additional support. However, these were not always consistent and should be reviewed and the impact measured to ensure children are supported fully. We also discussed that medication forms should be updated every six months to keep them relevant to individual needs.

Staff had reviewed the lunch time routine for the children. Children now eat in the school dining room and were happy and most ate their lunch. We observed some improvements. However, the dining room was large, noisy and some children were distracted by other children in the room. Staff have agreed to review this routine to ensure that children receive a calm and nurturing experience.

Children's independence and self-help skills were promoted by helping to buy, choose and prepare snack. They self-selected from the range on offer and helped wash and clear their dishes away. It was a social time and children enjoyed sitting and chatting to their friends whilst staff encouraged social conversations that promoted learning opportunities.

Staff were knowledgeable about safeguarding the procedure for keeping children safe. Regular online training was undertaken by staff. It would be beneficial to discuss safeguarding scenarios during team meetings, this would deepen staff's understanding. Staff worked in partnership with outside agencies when necessary.

Care Inspectorate grade: good

2. Quality of environment

The environment was warm and welcoming across all the playrooms and they offered a balance of active, cosy and quiet spaces. Children benefitted from the free flow access to the garden meaning they had the freedom to choose where and when they wanted to play. Some children were engaged in their play and enjoyed their time exploring and investigating. There was some availability of loose part materials inside and outside which helped children's curiosity and inquiry. The environment was divided into different rooms some of these spaces provided children with positive play experiences. However, some of the environment limited children's opportunities for uninterrupted creative play. The service should now consider reviewing the rooms to ensure all children receive a service that meets their individual needs.

Children throughout the nursery had good links with the local community with regular visits to the library and walks to the local park. Some children were confident in the wider school environment especially those who stayed for lunch. Opportunities should be made available to all children to become familiar with the wider school environment.

Children were kept healthy and active by accessing regular physical exercise and fresh air. We saw them having fun outside using a variety of push/pull toys, balancing equipment and practicing their basketball skills. Staff spoke of their plans for the garden this included more numeracy and literacy opportunities, an improved mud kitchen and a growing area for fruit and vegetables. We agree with this area for improvement. Teepee Tuesdays were held weekly which meant children accessed a local wooded area, where they were developing an appreciation for the natural world and the environment around them.

Care Inspectorate grade: adequate

3. Quality of staffing

Staff were warm, caring and had positive relationships with the children. Respectful and nurturing interactions supported children and staff were responsive to their individual needs. Staff were supportive to parents and were building up their confidence. Opportunities for stay/play sessions, seasonal crafts along with having a brew and blether with staff, ensured staff were engaging with parents and working in partnership with them.

Staff had worked hard since the last inspection and were working as a team to improve outcomes for all children. Staff were positive about the changes and we saw supportive relationships and a caring ethos towards each other. Staff meetings were being used productively and staff assigned tasks with agreed timescales which could be monitored, and action documented. Senior staff also met regularly; this was beginning to have some impact on consistency across the rooms.

Staff were taking on leadership roles to support children's experiences and we saw this having some impact on the outcomes for children. Staff were undertaking relevant training opportunities and they could discuss the impact this was having on their practice. Staff also shared learning from relevant training courses and practice visits from other nurseries. Senior staff have identified that staff still need support in providing children with challenge to progress their learning and will continue to review children's planning, observations and next steps to ensure that relevant and significant learning is identified.

Monitoring of staff's practice had been started. This varied in detail and content. We have asked the management team to ensure monitoring systems have a purpose and impact should be measured to ensure outcomes and experiences for children continue to improve.

Care Inspectorate grade: good

4. Quality of management and leadership

Senior management team had a clear vision for the service and were enthusiastic and committed to its improvement and development. They demonstrated their understanding of the strengths of the service and the areas to develop and improve on. At the last inspection, we recommended that an effective monitoring and quality assurance system be introduced to improve outcomes for children. An action plan based on the previous inspection report was in place and it identified clear targets for staff. We saw that this was beginning to have some positive impact within the setting.

The service should now ensure a robust quality assurance system is in place that considers all aspects of the service and ensures experiences for children continue to develop and improve. Monitoring systems should be embedded to identify any gaps in quality of the service. This should include experiences for children, the environment, and staff practice.

Staff were confident and were fully engaged throughout the inspection. They felt supported by the senior management team and were motivated and committed to providing positive experiences for children.

Staff and the management team understood the importance of trusting relationships with families. They had developed a range of opportunities to involve them in the life of the nursery. Stay and play days, craft sessions and staying to take part in “brew and blether” days encouraged families to spend time in the nursery. Parents spoke appreciatively of these times and enjoyed seeing their children enjoying themselves at nursery.

Care Inspectorate grade: adequate

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

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.