

**REPORT TO:** Education Committee

**MEETING DATE:** 20 June 2023

**BY:** Executive Director, Education and Children's Services

**SUBJECT:** Education Scotland Inspection of Law Primary School and Nursery Class

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## **1 PURPOSE**

1.1 To report to Committee on the outcomes of the Education Scotland inspection of Law 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 (SIF) (Appendix 2).
- (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3).
- (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.
- (v) Congratulate the Acting Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

## **3 BACKGROUND**

### **3.1 Inspection model**

The inspection team used the How Good Is Our School 4? (HGIOS4?) 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 Law Primary School and Nursery Class.

- 3.2 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of their three day short inspection model 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

- 3.3 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.

#### 3.4 **National Improvement Framework**

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.

#### 3.5 **Inspection Findings**

Law Primary School and Nursery Class was inspected in February 2023. A letter to parents and carers summarising the key findings was published on 2 May 2023. The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1-7	HGIOS? 4	2.3 Learning, teaching and assessment	Satisfactory
		3.2 Raising attainment and achievement	Satisfactory
Early Learning and Childcare	HGIOELC?	2.3 Learning, teaching and assessment	Good
		3.2 Securing children's progress	Good

### 3.6 Key Strengths

- The staff team and children enjoy positive, kind and caring relationships. Children are keen to learn and achieve.
- At the primary stages, children's attainment in listening, talking and reading, and in numeracy and mathematics is good. Children in the nursery are also making good progress in these areas, as well as in health and wellbeing. They are articulate and confident.
- Staff teams, senior leaders and the early year's team work well together to clarify the school's successes and priorities for further improvement. They are embracing approaches to improve learning and teaching through professional learning. At the primary stages, staff's observing of each other's practice, and receiving feedback, is improving children's experiences.

### 3.7 Areas for Improvement

- Senior leaders and the staff team should build further on strengths in learning and teaching. They should ensure that children have higher expectations of what they can achieve. Teachers should set suitably challenging learning activities. Staff should provide more opportunities for children to learn independently, be creative and develop digital skills.
- Senior leaders and staff should continue to develop approaches to planning children's learning in the nursery. This should include developing practitioners' skills in observing children's learning and checking their progress.
- Senior leaders and school staff team should ensure a more strategic approach to raising further children's attainment, progress and success in learning. Teachers need to raise children's attainment in writing. They should support children to recognise and develop skills through their achievements in and out of school.

3.8 The school's Quality Improvement Officer, Mr Nick Trussler works closely with the Acting 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 Education Scotland report on Law Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School and Nursery Class (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

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<b>DATE</b>	16 May 2023

2 May 2023

Dear Parent/Carer

In February 2023, a team of inspectors from Education Scotland visited Law Primary School and Nursery. 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 staff team and children enjoy positive, kind and caring relationships. Children are keen to learn and achieve.
- At the primary stages, children's attainment in listening, talking and reading, and in numeracy and mathematics is good. Children in the nursery are also making good progress in these areas, as well as in health and wellbeing. They are articulate and confident.
- Staff teams, senior leaders and the early years team work well together to clarify the school's successes and priorities for further improvement. They are embracing approaches to improve learning and teaching through professional learning. At the primary stages, staff's observing of each other's practice, and receiving feedback, is improving children's experiences.

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

- Senior leaders and the staff team should build further on strengths in learning and teaching. They should ensure that children have higher expectations of what they can achieve. Teachers should set suitably challenging learning activities. Staff should provide more opportunities for children to learn independently, be creative and develop digital skills.
- Senior leaders and staff should continue to develop approaches to planning children's learning in the nursery. This should include developing practitioners' skills in observing children's learning and checking their progress.
- Senior leaders and school staff team should ensure a more strategic approach to raising further children's attainment, progress and success in learning. Teachers need to raise children's attainment in writing. They should support children to recognise and develop skills through their achievements in and out of school.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) 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 Law Primary School and Nursery

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

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

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=3374>

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

Joan C. Esson  
HM Inspector

# Summarised inspection findings

Law Primary School

East Lothian Council

2 May 2023

## Key contextual information

Law Primary School serves the town of North Berwick and the surrounding area. The senior leadership team comprises an acting headteacher and three deputy headteachers. The substantive headteacher is seconded to lead another school in the education authority. Currently, one of the deputy headteachers is on a temporary contract, with another post vacant since December 2022. There are two principal teachers who, with senior leaders, form an extended management team. A support for learning specialist has a strategic remit for additional support needs.

Law Primary School Nursery is in a nearby campus. A deputy headteacher has responsibility for the ELC, as part of the early level of Curriculum for Excellence (CfE). She shares her time between both the ELC and the primary. Currently a new building is being erected for the ELC adjacent to the primary school. It is due to open in 2023.

The school roll in September 2021 was 673. The current school roll from ELC to P7 is 787 pupils. Half of the school's roll resides in Scottish Index of Multiple Deprivation (SIMD) eight, with about a third in SIMD 10. Attendance is in line with the national average. In 2020/21, there were no cases of exclusion.

The school report that they had significant challenges managing staff absences during the pandemic. Further, they report that the potential impact from having additional national funding for teachers was used to cover for absences related to the pandemic. Senior leaders were focusing on keeping children in school and limiting the time spent at home. Staff established online learning resources, which they continue to use.

### 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

- Almost all children enjoy positive, kind and caring relationships with staff. They are keen to learn and achieve. Most children are clear about the purpose of learning and how to be successful. The majority of children are increasing the range of contexts in which they learn. Children are motivated by learning in the local community. In P4 to P7, children on the pupil council make decisions about their school. Children in P7 enjoy leadership opportunities as house captains, junior road safety officers and 'digi ninjas'. In all such situations, children apply their learning in a more independent way. Children in P6 and P7 are buddies to the younger children. This develops children's responsibilities for care, support and their right to play. Children are increasing their focus on rights-based approaches. Children across all stages need more planned opportunities to develop skills for learning, life and work through a wider range of situations.



- In almost all classes, teachers' explanations and instructions are clear. Children's learning is clarified by teachers sharing the purpose of learning and how to be successful. A few teachers need to make further use of the identified purpose of learning to give children more ongoing advice on their strengths, next steps and progress. This should build on the best examples of written and verbal feedback already used by staff. Staff should support children to talk about their progress more regularly. Teachers ask questions to check children's understanding. In a few lessons, teachers make effective use of questions to extend children's thinking on their learning. This helps children to be more active in their learning. In a majority of cases, children enjoy working with their peers to discuss their learning. Children respond to interactive approaches with enthusiasm, confidence and in articulate language. These opportunities should be more frequent, and build further on working with others through group activities. This would enable children to identify and evaluate the skills they are developing.
- Overall, the quality of teaching across the school is improving. Children learn with their designated teacher, as well as with visiting specialists of art, languages, music and physical education. In the majority of lessons, a better balance is yet to be achieved between teacher direction and children leading their learning. In most lessons, teaching is directed towards the whole class rather than to reflect the range of learners' needs. In a few lessons, learning is modelled well using an 'I do, we do, you do' approach. A majority of teachers should provide more opportunities for children to experience differentiation, responsibilities and choices within learning. They should ensure that they set a range of levels of tasks and activities, while maintaining a brisk pace of learning. Children should have higher expectations of what they can achieve. More children should have a greater role in planning personalised and meaningful experiences to increase challenge, creativity and problem-solving skills.
- Most children who require additional assistance with their learning receive a beneficial range of support, including by using technology. This includes working with staff on a one-to-one basis to help them make better progress. Staff should ensure that the impact of this additional support is measured and reviewed regularly to check that children are making the most effective progress. Staff should continue to ensure that the timing of additional support is closely planned to coincide with daily timetables in each class.
- In the majority of classes, teachers make effective use of digital tools to engage and stimulate learners. Children now require further opportunities to use digital technology to enhance their experiences and digital literacy skills. This should include opportunities to choose how they use technology to present and demonstrate their learning.
- Teachers are successfully refreshing their approaches to teaching spelling, reading and writing. They should be more explicit in how they teach listening and talking skills. Teachers are having a renewed focus on play in the early stages of the school. Children have spaces in which they play freely. Staff would benefit from engaging further with the national guidance, 'Realising the Ambition: Being Me' to improve play approaches. The school benefits from extensive outdoor areas in which children can learn and play. Teachers are increasing their use of outdoor learning. Children's outdoor learning should be more progressive, with clarity on how skills, creativity, curiosity and independence are developed.
- Senior leaders have introduced a teaching toolkit based on national policy and evidence-based research. This is developing teachers' and a few children's shared understanding of what constitutes high-quality teaching. Teachers value how the teaching toolkit connects professional learning, observation of practice and feedback. There is increasing consistency in how teachers structure lessons. Children in the pupil council have had a role in designing this toolkit and evaluating its impact thus far. Most children across stages require more opportunities such as this to show how their views are considered.

- Teachers use a range of assessment approaches well. These include ongoing and summative assessments. To a limited extent, standardised assessments are used to measure children's progress and attainment in literacy and numeracy. Each child has an assessment folder. This collates important information on progress in numeracy, spelling, reading and writing over time as children move through the school. Teachers should continue to develop high-quality, ongoing assessment. This should be planned, integrated, use technology and be based on a range of stimuli that supports children in making progress.
- Teachers are becoming more confident and accurate in evaluating children's progress and attainment. They work collaboratively within and between stages to engage in professional discussion on a range of evidence for each child's level of attainment. Teachers should develop further their understanding of national attainment standards by collaborating with colleagues from other schools. They will then be able to determine better how well children are learning and progressing across the curriculum.
- Across the school, staff create a useful annual overview of key learning, with termly and weekly planning. Staff use a range of progression pathways to deliver the curriculum. Teachers' planning does not indicate how learning is adjusted to meet the needs of all learners. Staff, supported by senior leaders, should increase their use of progression pathways for all areas of the curriculum. This will assist in ensuring that children experience appropriate pace and challenge across the school. Teachers should also make more use of the principles of curriculum design.
- Senior leaders and staff are developing systems to carefully check the progress of groups of learners. This includes those who are most affected by disadvantage. Staff participate in termly attainment meetings with senior leaders, for which they receive written feedback. As planned, senior leaders should develop robust systems that give a clearer overview of children's progress as they move through the school. Staff would then be better enabled to identify any trends and patterns in children's attainment. Children should have more opportunities to talk about their learning, the knowledge they are acquiring, their progress and skills.

## 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

### Attainment in literacy and numeracy

- Children's attainment in listening, talking, reading and in numeracy and mathematics is good. Attainment in writing is satisfactory. Most children are making satisfactory progress from prior levels of attainment. There is potential for children to make better progress and achieve more. Most children who require support with their learning, or have identified additional learning needs, are making good progress with their individual learning targets.

### Attainment in literacy and English

- Overall, the majority of children are achieving expected CfE levels in literacy and English.

### Listening and Talking

- At the early level, most children are learning how to take turns and respond appropriately during discussions. They can listen attentively and initiate a conversation. At first level, the majority of children answer literal questions to show understanding. Towards the end of first level, children would benefit from working in groups more frequently to develop confidence and skills in active listening. At second level, most children interact well and build on each other's ideas. They are articulate and assured when justifying their opinions.

### Reading

- At early level, most children are beginning to use their knowledge of sounds and blends to read common words and simple texts. At first level, most children are becoming more confident in reading unfamiliar texts. They recognise features of fiction and non-fiction texts. Children would benefit from developing greater expression when reading, as well as realising the effect of punctuation. At second level, most children read with fluency and expression. They use appropriate pace and tone. Children respond well to literal, inferential and evaluative questioning. They identify appropriate reading comprehension strategies. At first and second levels, most children love reading. They identify several favourite authors and explain readily the reasons for their preferred genre. Children make very good use of the class and school well-stocked libraries.

### Writing

- At early level, most children can write a complete sentence with increasing independence. At first level, most children plan and create texts for a range of purposes. At second level, most children create texts for different purposes and audiences. They use an increasing range of punctuation with accuracy. Children use paragraphs well to separate ideas. At second level, children review their writing regularly for accuracy and to ensure its purpose is met. Children's writing would be improved through a brisker pace of learning that covers a broader range of genres. At first and second levels, most children are beginning to increase

their skills in producing extended pieces of writing. Across the school, a few children would benefit from a focus on presentation and handwriting.

## **Numeracy and mathematics**

- Attainment in numeracy and mathematics is good.

### **Number, money and measure**

- At early level, most children can add and subtract mentally within 10. Most children are confident in number and in their use of coins in real-life contexts. At first level, almost all children use a range of strategies to solve addition, subtraction and multiplication problems. They are confident in adding money to one pound and can calculate change totalling simple amounts. They can read and recognise both analogue and digital times. A few children need support when estimating and calculating area. Children at first level need to develop further their skills in mental agility and times tables. At second level, almost all children are secure in rounding and using decimal fractions to two decimal places. They can apply this skill to solve money and measurement problems with confidence. Children can convert simple fractions into decimals and percentages.

### **Shape, position and movement**

- At the early level, children can use positional terms, such as in front of, behind and under with confidence. They can identify simple two-dimensional shapes. At first level, children can identify right angles within a shape. They can recognise symmetry in two-dimensional shapes, pictures and designs. At second level, children can identify acute, obtuse and straight angles. They apply this knowledge to calculate missing angles. They can identify properties of three-dimensional objects confidently.

### **Information handling**

- At the early level, children create block graphs and sort items into categories. Children at the first and second levels can gather, collate and interpret information using bar and line graphs, tally marks and pie charts. Children should continue to develop their skills in using a range of ways to collect and present information, including through further use of digital technology. At second level, children understand the ideas of uncertainty and chance. They use this to make reasoned predictions.

### **Attainment over time**

- Children's attainment in aspects of literacy and numeracy was declining before the COVID-19 pandemic. Senior leaders have since identified gaps in attainment because of the pandemic. This includes children's attainment in writing at the first level. Senior leaders should develop a strategic and robust overview of individual and groups of children's progress as they move through CfE levels. This should include an increased use of what children should achieve annually, with regular analysis of progress towards this. As part of a planned approach, senior leaders need to extend checking of progress across all curricular areas. There is a detailed authority system to checking attainment. However, different attainment data has been shared through school and authority reports.

### **Overall quality of learners' achievements**

- Children's achievements within and outwith school are celebrated. Staff have established a successful system to encourage parents to share regularly their children's achievements from home. Children are proud of their achievements and look forward to celebrating these at assemblies. Senior leaders should develop a strategic overview of children's participation in achievements, and their resulting progressive skills and capacities. This will help them identify children who are missing out and confirm their participation.

## Equity for all learners

- Senior leaders and staff understand the impact of the pandemic. They are aware of the impact of increased hardships and financial pressures on children and families' wellbeing. Senior leaders have developed strong partnerships with organisations to support children and families. This includes, for example, youth work organisations.
- Senior leaders use additional Pupil Equity Funding (PEF) effectively, for example, in providing additional professional learning to improve the quality of learning and teaching. Parents support the school well by raising funds to defray costs for children. Staff also provide dedicated support for individuals and groups of children to assist in reducing the attainment gap for those facing disadvantage. Senior leaders should continue to review and monitor the impact of additional support on raising attainment and closing identified gaps.

## Other relevant evidence

- The school should move swiftly to filling the vacancies in the senior leadership team. This would give an opportunity to look at extended management team remits and ensure that strategic themes are given appropriate priority.
- Parents participate in the school through the Parent Council, parent and teacher association and a good range of improvement groups. Parents have three consultations with teachers throughout the year. Parents' involvement impacts positively on areas like reducing barriers to dyslexia. Parents require more information on the school's approach to homework.
- In 2022, the school met the target of providing at least 120 minutes of physical education to all pupils. Teachers should continue to prioritise the quality of this provision.
- The school has two well-stocked libraries catering for different age groups and interests. Collections are updated regularly to reflect the needs and interests of children. Parents and pupil volunteers take responsibility for the libraries. Every class has a weekly visit to the library, where children explore a variety of texts and develop a love of reading.
- French is taught from P1 through introducing vocabulary, songs, games and in daily routines. There are missed opportunities for integrating French into more of the everyday functions of the school. Children from P5 are introduced to a second additional language. These are German for P5, Mandarin for P6 and Spanish for P7. Teachers and staff from the associated secondary school teach these languages. Children in P4 learn about Scots and perform for parents in an event at the school. Children receive specialist tuition in three musical instruments.
- The education authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.

## 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

Law Primary School Nursery

East Lothian Council

2 May 2023

## Key contextual information

Law Primary School Nursery is situated on the Law Primary School community centre campus. The nursery consists of three playrooms, a separate building for snacks and lunches and an outdoor area.

The depute head from Law Primary School has responsibility for overseeing the nursery. She is supported by a nursery manager, who also manages two nearby settings. There are two senior practitioners and 17 practitioners in the nursery. They work a variety of shift patterns. The nursery is registered to provide early learning and childcare for 90 children aged three to starting school. They currently have staff to provide places for 72 children at any one time. There are 140 children on the roll. Children attend five full days per fortnight. The pattern is Monday, Tuesday and alternate Fridays or Wednesday, Thursday and alternate Fridays, full days from 8.15 a.m. until 5.45 p.m. 48 weeks each year. A breakfast club is being piloted from 7.15 a.m. for children who moved to the nursery recently from a nearby setting. The practitioner team has been affected over the last few years with periods of absence and vacancies still to be filled.

### 2.3 Learning, teaching and assessment

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

- Practitioners have a strong commitment to children's rights and encourage children to make choices about their play. Most children are interested and enthusiastic as they explore the range of developmentally appropriate experiences in the playroom. Children have a high level of freedom and engage well with the opportunities on offer. They are happy and settled in the playroom. A few children show a good level of confidence and are starting to lead their own learning. Children are excited about the move to the new nursery and have a high level of involvement. They participate enthusiastically in planning for the move and make suggestions about the playroom layout. Most children play in small groups, or by themselves. A few are starting to make important friendships. A few children are tired towards the end of the day and are struggling with transitions in the playroom. They would benefit from taking part in more relaxing experiences in a calm environment.
- Children are known well by most practitioners. These practitioners show a good understanding of child development, with caring and nurturing relationships. Most practitioners use questioning and commentary well to support children in thinking about their learning and talking about their experiences. Most practitioners interact sensitively with children. They listen attentively to children, being responsive to their needs and interests. Children use digital devices to play interesting number games to complement their learning. Outdoors, children have free flow access to the spacious play area, which has a variety of surfaces and interesting spaces. Practitioners should develop further the use of the outdoors. This will help to provide

greater challenge and increased opportunities for children to develop further their creativity, resilience and independence.

- Practitioners observe children and record information about their learning in individual 'learning stories'. A few practitioners document children's learning clearly. Children enjoy looking at their 'learning stories' and take pride in sharing them with friends. However, the quality and frequency of observations is inconsistent. Senior leaders should continue to support practitioners to develop the quality of their observations. They should provide clear guidance for practitioners to ensure greater consistency in the quality of practice across the setting. Practitioners should continue to increase parental involvement in contributing to children's 'learning stories' to provide a fuller picture of children's learning. Senior leaders recognise the need to continue to use the information about children to plan their next significant steps in learning. They should continue with their plans to support practitioners to take this forward.
- Practitioners plan over different timescales across areas of learning. They are starting to capture children's voices in the planning as they use floorbooks. They should continue to develop consistency in this approach to ensure appropriate depth and challenge for all children. There is a tracking system in place, however this is not used consistently by all practitioners. This should be developed as a priority to help identify gaps in children's learning and support all practitioners to plan more effectively.

## 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

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 make good progress in communication and early language. They engage readily in conversation, using a wide range of vocabulary. Children listen well in small group activities. The majority of children choose to look at books independently. Most enjoy listening to stories. A few children enjoy creating their own books that record their imaginative stories. They are beginning to form letters, for example from their name. A few children enjoy the challenge of copying words and show a keen interest in early writing. They are developing a good awareness of letter sounds and are beginning to recognise words that rhyme. Across early literacy, practitioners should support children to develop and apply their skills, including outdoors.
- In numeracy and mathematics, most children are making good progress. Children learn about shape and pattern through their play. They recognise familiar numerals, and the majority can order them correctly. Most children count within 10 and a minority are confident working with numbers beyond 20. Children are developing an awareness of time as they explore clocks and calendars in play contexts. A recent focus on measurement is supporting most children to explore length, capacity and weight. They enjoy a range of challenging tasks to apply their developing mathematical understanding.
- Practitioners have a strong focus on health and wellbeing. This results in children making good progress. Almost all children develop a range of physical skills well as they run, balance, jump and climb outdoors. They could be developing skills further through more challenging experiences. Most children understand the importance of keeping themselves safe, for example as they cut and peel fruit and vegetables for snack. Through routines, most children persevere and are developing independence. Children are ready to take on increased responsibilities, for example managing their own risk and play spaces.
- Children are making good progress across the curriculum and over time. Practitioners support children who have barriers to their learning well. As a result, children are making the progress of which they are capable. Learning stories and tracking information do not yet consistently show the progress children make in their learning as a result of their nursery experiences. As practitioners continue to develop skills in observing children's learning, a more accurate picture of progress should emerge.

- Children enjoy being responsible, including caring for the nursery stick insects and wild birds in the garden. Links with the local community, for example North Berwick in Bloom, provide opportunities for children to compete in horticultural competitions. Practitioners should continue to encourage parents to share children's achievements from home and other settings children attend. This will help them track and build on children's existing skills.
- Practitioners have created an inclusive ethos. They value and respect children and families. They know families and their context well. Practitioners use this knowledge to provide valuable support to children and families experiencing challenges and potential barriers to progress. They should now make full use of all information and data available to promote and ensure equity for all. This should help them make informed decisions about strategies that will support all children to make the best progress.

## Explanation of terms of quantity

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

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Minority/less than half	15%-49%
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