

**REPORT TO:** Education & Children's Services Committee

**MEETING DATE:** 21 November 2023

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

**SUBJECT:** Education Scotland Inspection of Humbie 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 Humbie 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)
  - (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 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? (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 Humbie Primary School and Nursery Class.

- 3.2 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of their five day full 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

Humbie Primary School and Nursery Class was inspected in June 2023. A letter to parents and carers summarising the key findings was published on 12 September 2023. The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1 to 7	HGIOS?4	2.3 Learning, teaching and assessment	good
		3.2 Raising attainment and achievement	good
Early Learning and Childcare	HGIOELC?	2.3 Learning, teaching and assessment	very good
		3.2 Securing children’s progress	very good

### 3.6 Key Strengths

- The highly effective headteacher, who is providing clear leadership of learning across the school and nursery. She is building a staff team who are committed to improving outcomes for children.
- The successful approaches staff are taking to support children's wellbeing and develop positive relationships across the school and nursery. These approaches are improving children's readiness to learn and helping them to be resilient, happy and caring.
- The effective whole school approaches staff use to improve the teaching of reading. These approaches are raising children's attainment and closing identified gaps in this area.
- The very responsive and high-quality experiences children have in the nursery. This is helping children to make very good progress in their learning.

### **3.7 Areas for improvement**

- Continue to improve approaches to delivering high-quality learning, teaching and assessment across the school and nursery. Staff should look to share effective practice with each other and with colleagues in other schools.
- Continue to raise children's attainment in literacy and numeracy. This should help all children to make the best possible progress.

3.8 The school's Quality Improvement Officer, Mrs Karen Haspolat works 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 Education Scotland report on Humble 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>	21 November 2023

12 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Humbie 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 highly effective headteacher, who is providing clear leadership of learning across the school and nursery. She is building a staff team who are committed to improving outcomes for children.
- The successful approaches staff are taking to support children's wellbeing and develop positive relationships across the school and nursery. These approaches are improving children's readiness to learn and helping them to be resilient, happy and caring.
- The effective whole school approaches staff use to improve the teaching of reading. These approaches are raising children's attainment and closing identified gaps in this area.
- The very responsive and high-quality experiences children have in the nursery. This is helping children to make very good progress in their learning.

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

- Continue to improve approaches to delivering high-quality learning, teaching and assessment across the school and nursery. Staff should look to share effective practice with each other and with colleagues in other schools.
- Continue to raise children's attainment in literacy and numeracy. This should help all children to make the best possible progress.

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 Humbie Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</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>very good</b>
<b>Securing children's progress</b>	<b>very 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:

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and Review](#) | [Education Scotland](#)

### 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.

Helen Mulholland  
HM Inspector

# Summarised inspection findings

**Humbie Primary School**

East Lothian Council

12 September 2023

## Key contextual information

Humbie Primary School and Nursery Class is situated in the village of Humbie in East Lothian Council. The headteacher has been in post since 2021. She is also the headteacher of Saltoun Primary School and Nursery Class in East Lothian. The two schools work closely in partnership with each other whilst retaining their own unique identities. There is one principal teacher, who is class committed for four days a week. A class teacher works in class one day per week and provides support for learning one day per week. There is another principal teacher who works across both schools. The school has one learning support assistant who works four days per week and a business manager.

The roll of the school is 13 children working in a P1 to P7 multi-composite class. In session 2021-2022 the school had no children living in the Scottish Index of Multiple Deprivation (SIMD) zones 1 and 2. The school did not receive any Pupil Equity Funding (PEF) for session 2022-2023.

### 2.3 Learning, teaching and assessment

good

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

- All staff develop positive relationships with children to create a strong sense of community and a nurturing culture in Humbie Primary School. Staff and children demonstrate the school values well in their interactions with each other. Staff should continue to help children make connections between the school values, their learning and children's rights. This will help children to understand and use the values in more meaningful ways.
- The headteacher has been in post for two and a half years and is bringing highly effective leadership and stability to the school community. Parents appreciate the positive changes she is making to improve children's learning experiences. The staff team describe the positive impact she is having in helping them to improve their professional skills and knowledge. This is helping staff to be clear about their aspirations for children and what high-quality learning and teaching looks like.
- Staff provide children with meaningful opportunities to have a voice in the school. For example, children are involved in 'Decision Making Groups' where they work on the themes of the environment, digital learning, play and citizenship. Children are clear that these groups help them to be active participants in the life and work of the school. This session, children had worthwhile opportunities to talk about and celebrate their learning with their families. For example, they shared their learning during a 'Book and Breakfast' event. Parents describe how these experiences help them feel included in their child's learning.



- Staff are at the early stages of implementing play pedagogy. As planned, teachers should engage with national guidance and research to develop their understanding of highly effective play pedagogy. This should help them to provide experiences which promote children's curiosity.
- Children have useful opportunities to learn outdoors. For example, older children recently participated in a highly motivating 'night under the stars' session. Children developed their problem-solving and teamworking skills well through the range of interesting activities offered. The school grounds are well-appointed for outdoor learning. As planned, staff should continue to provide children with opportunities to explore and make creative use of the school grounds.
- Children support each other well during tasks and activities when working in pairs or groups. They have some choice in their learning to match their interests. For example, children chose the focus areas during a topic about ethical food. Children access digital technology throughout the school day. This is supporting them well to learn independently and lead aspects of their learning. Teachers very recently introduced a digital skills passport. This is supporting teachers well to develop children's digital skills progressively and is beginning to help children identify the skills they are acquiring.
- Senior leaders and teachers rightly identified the need to prioritise children's wellbeing following the COVID-19 pandemic. They provide children with consistent routines and have developed calm classroom environments to make them more inclusive. Children feel that staff treat them fairly and with respect. Teachers and classroom assistants provide sensitive support to children when required. They use a shared vocabulary well which encourages children in their learning and enables them to discuss their emotions. This is supporting children effectively to be ready to learn and be more resilient when they find their learning hard.
- The headteacher has a strong focus on improving the quality of learning and teaching. She supports staff well to plan and organise the delivery of differentiated tasks and activities. This takes good account of children's different stages within classes and is increasing the time that children spend on purposeful learning. Teachers should now ensure that all children spend maximum time on purposeful learning and that they are challenged sufficiently in their learning. This will enable all children to make the best possible progress.
- This session, staff implemented a whole school approach to teaching reading. This work is improving children's learning experiences and there is evidence it is raising attainment in reading. Staff should continue to work together to implement consistent approaches to high-quality learning and teaching across all curricular areas to raise attainment for all.
- All teachers received useful professional learning on using learning intentions and measures of success with children during lessons. They continue to develop and implement these approaches consistently. This is helping children to better understand the purpose of their learning. Teachers should share effective practice with each other in this area. All teachers provide children with clear explanations and instructions during lessons. They intervene appropriately to help children understand tasks and activities. Teachers provide children with oral feedback during lessons to encourage children's thinking. Building on this, teachers should now involve children more fully in peer and self-assessing their work and setting targets for learning. This would help children to identify clearly their next steps in learning and set themselves ambitious goals.

- The headteacher introduced a helpful assessment calendar which is improving teachers' approaches to assessment. Teachers use a range of summative assessments which are supporting them effectively to make professional judgements about children's attainment. They also plan a range of ongoing assessments to measure children's progress through Curriculum for Excellence (CfE) levels. They recognise there is a need to ensure that these ongoing assessments are planned as an integral part of planning of learning and teaching. This will help teachers to be sure that their assessment evidence is robust and links clearly to learning.
- Teachers engage in valuable moderation sessions with staff from another local school. This collaborative approach is helping them to understand the cycle of planning, teaching and assessing children's learning. They are developing their understanding of national standards using the National Benchmarks. As planned, senior leaders should continue to provide teachers with further opportunities to use the moderation cycle with colleagues from other schools.
- Teachers use progressive planning formats in literacy and numeracy and a helpful four-year planning format to plan learning that links different areas of the curriculum. These ensure that children receive a broad and progressive education. Teachers plan targeted learning well for children who require additional support. They set specific and measurable targets which is helping them to identify clearly the progress children are making. They involve children in reviewing their progress towards identified targets. As a result, children requiring additional support experience success, make good progress and are more confident and resilient learners.
- Last session, staff improved processes to track and monitor children's progress and attainment. The headteacher meets with staff termly to discuss children's progress and attainment. They review attainment data and a range of evidence carefully. This enables them to measure the impact of interventions successfully and agree on specific action points for children.

## 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

good

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

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Attainment in literacy and numeracy

- Humbie Primary School is a small school. At the time of the inspection, no children were in P3 or P4. Therefore, levels of attainment are expressed in overall statements rather than for individual stages or CfE levels.
- Overall, attainment in literacy and English, and numeracy and mathematics is good. Children, including those who require additional support, make good progress from prior levels of attainment.
- The school provided accurate data which shows that for session 2021-2022, most children achieved national levels of attainment in literacy and English. Almost all children achieved national levels of attainment in numeracy and mathematics. For session 2022-2023, most children are on track to meet national standards in literacy and English and, numeracy and mathematics.

### Attainment in literacy and English

- Overall, children's progress in literacy and English is good.

### Listening and talking

- Across the school, children have a well-developed vocabulary and speak clearly. They listen respectfully to the views of others in small groups. A few children need support to listen to others in larger groups. At all stages, children enjoy listening to stories and books. They ask and answer literal and inferential questions in an age-appropriate way to support their understanding. Older children create and refer to their notes successfully during debates. They take turns to respond confidently to others' views and persuade them to their viewpoint. Teachers should continue to ensure children build on their talking and listening skills as they move through the school. They would benefit from opportunities to talk to a wider range of audiences.

### Reading

- At all stages, children read a variety of texts for different purposes. The school library is well resourced with a diverse range of reading material. Children borrow books regularly, which is fostering their love of reading.
- Younger children use their knowledge of letters and sounds to decode words successfully. They use picture clues in texts to support their understanding. They know what the author and illustrator do although they are less confident about the purpose of the blurb. Older children read with fluency and expression, decoding familiar and unfamiliar words well. They use a dictionary successfully to find the meaning of new words. Children use reading skills such as

prediction and summarising to deepen their understanding of texts. They make relevant comments about features of language in texts, such as punctuation. They identify accurately the features of non-fiction texts such as glossary and index.

## **Writing**

- Across the school, children use picture clues to write descriptive language about characters and settings. Younger children are developing their independent writing skills well. They know when to use capital letters and full stops. They use their knowledge of sounds and letters to spell out simple words. Older children write sentences at length and create texts for a range of reasons. They enjoy writing for real-life purposes within their 'Decision-Making Groups'. For example, the Digital Pro Team wrote persuasive letters to request more digital devices. Children need further support to improve their presentation of extended texts. They would like more opportunities to write creatively on a subject of their choice.

## **Numeracy and mathematics**

- Overall, children make good progress in numeracy and mathematics. Children have regular opportunities to use digital technologies in numeracy and mathematics lessons. This enhances their learning and increases their engagement in learning.

## **Number, money and measure**

- Across the school, children have a good understanding of number processes. They complete number calculations accurately at an age-appropriate level, explaining the strategies they use. Children identify amounts of money using notes and coins and can calculate change accurately. They apply their knowledge of algebraic equations to calculate speed, distance and time. Children use mathematical instruments accurately to measure units of length. Children need regular practical experiences working with a range of mathematical instruments to measure units of weight and capacity.

## **Shape, position and movement**

- Children identify and describe accurately the properties of two-dimensional shapes and three-dimensional objects. Younger children use positional language to give and follow directions using programmable robots. Older children apply their mathematical knowledge of compass points and directions successfully during orienteering activities.

## **Information handling**

- Across the school, children use a range of charts and graphs to classify and sort information. Children interpret information from graphs to draw conclusions about data. They would benefit from regular revision of these concepts. Children have opportunities to apply their information handling skills in their 'Decision-Making Groups'. For example, Team Green carried out a survey to agree on the most popular flower seeds to plant.

## **Attainment over time**

- Staff work with the headteacher to analyse a range of data about children's attainment and progress during tracking meetings. This is helping them to have a clear picture of each child's individual progress over time.
- The school provided attainment data which shows the impact of COVID-19 on children's levels of attainment. Staff implemented a whole-school approach to reading which is closing attainment gaps in this area. As planned, teachers should continue to implement and measure the impact of literacy and numeracy interventions carefully. This will support them to raise children's attainment further.

- Teachers continue to work with colleagues from other schools using the moderation cycle. This is increasing their confidence in making accurate professional judgements about children's attainment.
- The headteacher follows local authority and national guidance carefully to monitor attendance levels. Children's attendance is above the national average.

### **Overall quality of learner's achievements**

- Children's achievements are displayed throughout the school and celebrated on the school online platform. Staff encourage children and their families to share their out of school achievements. This is building children's sense of pride in their achievements. Staff have started to track children's achievements to ensure no child is at risk of missing out. As planned, staff should now support children to talk about the skills for learning, life and work they are developing through their wider achievement activities.
- All children are members of a school 'Decision-Making Group' which helps them to be effective contributors and make a difference to their school. For example, the Digital Team Pro support their peers to develop their digital skills. The Pro Players assessed playground hazards, which is helping them to be responsible citizens.
- Children and staff have positive relationships with the supportive local community. Children have meaningful opportunities to participate actively in community life. For example, the Community Kids Club entertain residents in the 'Toasty Tuesday' community lunch. Team Green organised a village litter pick. These activities are developing children's citizenship skills well.

### **Equity for all learners**

- Staff know children and families well. They have a good understanding of the school context. They take steps to reduce barriers to learning including barriers caused by children's socio-economic circumstances. The headteacher ensures that activities such as fun days have no cost and school trips are subsidised to ensure maximum participation. Senior leaders signpost families to other agencies when required, in a sensitive way. This ensures that all children are included and involved.
- Teachers plan transitions carefully for children when they move into P1 or on to S1. They recognise that moving from a small primary onto a larger secondary can be a significant change for children. To address this, they provide children with useful opportunities to meet and socialise with their peers from other schools. This is supporting children to develop their social skills within a wider group and be ready for the move to secondary school.
- The Parent Council, Parent Teacher Association and wider parent body support the life and work of the school very well. They contribute funds to the school to enhance children's experiences, for example, providing new library books which are helping to raise attainment in reading.

## 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

**Humbie Primary School Nursery Class**

East Lothian Council

12 September 2023



## Key contextual information

Humbie Nursery Class is situated within Humbie Primary School in the rural village of Humbie, East Lothian. The nursery provides 1140 hours from Monday to Friday for children aged three until entry into primary school. At the time of the inspection, six children were on the roll. Children in the nursery have access to a playroom, a secure outdoor area and a woodland area within the school grounds. The local community is used regularly as a context for learning.

The nursery reopened in August 2021 following a period of closure. The Senior Early Years Practitioner and Early Years Practitioner took up post in August 2021. The nursery is scheduled to close in June 2023.

### 2.3 Learning, teaching and assessment

very good

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

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

- Under the guidance and leadership of the headteacher, practitioners have worked very well together to develop the nursery to meet the learning needs of the children who access it. Children benefit from strong nurturing relationships with practitioners who interact in warm, caring and highly responsive ways with children. They know children very well and are highly attuned to their preferences and capabilities. Practitioners use observations very well to respond skilfully to children's needs. As a result, children feel safe, secure, and confident. Children seek adult support in their play when required. They show kindness to each other and share their thoughts and ideas successfully as they play together.
- Children know the routine of the nursery well and are happy and settled during the day. They are highly engaged and motivated by the range of well-planned and spontaneous play experiences available indoors and outdoors. Practitioners have organised the nursery environment well to maximise opportunities for children. This helps children to develop their literacy and numeracy skills very well. Children have access to a wide range of creative materials, loose parts, small world and role play resources. As a result, children grow and develop successfully through their learning, physical development and imaginative play.
- Practitioners provide children with worthwhile opportunities to plan nursery experiences, make meaningful choices, and lead their learning following their interests. As a result, children sustain interest in play experiences which help them to develop their curiosity and knowledge. Practitioners should continue to develop outdoor spaces to support children better to participate more fully in risky play experiences. This should allow children to become more confident and independent when using tools and exploring the outdoors. Children would benefit from having regular access to more open-ended materials indoors and outdoors to further support and develop their curiosity and creativity.

- Children use digital technologies well to make lunch selections, listen to music, play games, and take pictures. This is helping them to develop their digital skills. They are beginning to develop their understanding of using computers to find interesting facts based on their interests. There is scope to extend the use of digital technology to enhance children's learning further.
- Interactions between children and practitioners are very supportive and based on mutual respect. Practitioners listen very well to children and respond to their needs. Practitioners use well-timed questioning and commentary appropriately to support and extend children's thinking. They provide time for children to process questions and respond which deepens children's understanding and learning.
- Practitioners are highly reflective. They appreciate the useful professional learning the headteacher facilitates to help them develop their knowledge and skills. Recent professional learning in literacy and numeracy is impacting positively on the quality of children's experiences.
- Practitioners have developed effective ways to record accurately children's wide range of appropriate learning experiences and their outcomes. They use personal learning journals and learning floor books well to reflect children's progress and achievement. They summarise effectively children's progress over time using learning journeys, developmental and curriculum trackers.
- Practitioners observe children carefully and keep detailed notes which help them to identify where children are in their learning and what they need to do next. As a next step, they should encourage children's families to make more regular comments on their progress. Senior leaders and practitioners should review planning to ensure children's learning and coverage of the early level are more clearly visible within planning and assessments. Practitioners should date entries consistently to support them more effectively to judge the place of children's learning.

## 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

very good

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

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

- Across the nursery, practitioners focus clearly on improving children's health and wellbeing. This has had a positive impact on children's overall learning and development. As a result, children make very good progress in their physical development, social skills and independence. Children recognise and express simple emotions well. They display a range of social and friendship skills, such as working together and listening to the views and ideas of others during play. Children confidently engage in physical play and demonstrate high levels of coordination, balance and fine motor skills as they play inside and outside.
- Children have regular opportunities to play outdoors and explore the local community. Practitioners could support children better to engage in risky play to better develop their safety awareness and improve strategies to keep themselves safe. Children carry lunch trays and use a variety of utensils to feed themselves. They would benefit from more opportunities for independence during snack and lunchtime.
- Children make very good progress in early language and communication. Most children speak clearly and confidently and engage very well in developmentally appropriate conversation. They use a wide range of vocabulary to share their thoughts and ideas on topics that interest them. Children show an interest in books and listen actively to stories. They role play during imaginative play, taking on characters with expression to retell familiar stories in their own way. Children engage regularly in mark making and emergent writing opportunities to create and retell their stories. Practitioners should continue to develop children's phonological awareness and letter formation to allow children to make even better progress in developing their literacy skills.
- Children make very good progress in their understanding of numerical and mathematical concepts. They can count on and back confidently across various activities in the nursery and recognise numbers. Children share groups of objects successfully using one to one correspondence. When baking and measuring, children use correct mathematical vocabulary to compare and describe length, weight and position using non-standard units. Children name basic shapes and match and sort objects using a range of criteria. They copy patterns and sequences using shape and colour accurately. They gather simple data and recognise that tally marks represent a quantity. Children understand the uses of money to pay for items and can sort a small range of coins. They would benefit from further use of coins in real-life contexts. Children name the days of the week when engaging in rhymes and songs. They understand the seasons and can match pictures to seasons using picture clues.

- Overall, children make very good progress over time appropriate to their stage of development. Senior leaders and practitioners evidence and record children's progress over time effectively using developmental and curriculum trackers, learner journeys and floor books.
- Practitioners encourage and use praise to provide children with meaningful opportunities to experience success daily within the nursery. Children's achievements and "wow" moments are celebrated and shared on nursery displays, learning journals and using an online platform. Parents are encouraged to send in children's achievements from outside the nursery.
- Practitioners should continue to track and collate an overview of these achievements. This will ensure that practitioners have an overview of each child's achievements, that no child is at risk of missing out and that all children's successes are celebrated. This will further support children's understanding of how their achievements develop important skills.
- Across the nursery, children are valued as individuals. Practitioners have a very good understanding of children's lives outside the nursery. What is important for each individual family is captured well in the 'All About Me' files. Practitioners make very good use of this information about children's circumstances and family life to identify areas for learning and minimise any barriers faced. Practitioners are mindful of the cost of the nursery day. As a result, the nursery provides a range of outdoor clothing to ensure that all children can access the outdoor environment.

## Explanation of terms of quantity

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

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