

REPORT TO: Education & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director (Education & Children's Services)

SUBJECT: Education Scotland Inspection of Saltoun Primary School and Nursery Class

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of Saltoun 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 Saltoun 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

Saltoun 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 | good |
| | | 3.2 Securing children’s progress | good |

3.6 Key Strengths

- The highly effective leadership of the headteacher. Her clear focus on high standards and supporting children to achieve their full potential is leading to improved outcomes.
- The strong sense of staff teamwork. Staff at all levels take on extra responsibilities to provide a warm, welcoming and inclusive ethos for children and families.
- The successful approaches to promoting children's mental and emotional wellbeing. Staff use a range of techniques to help children feel valued, supported and ready to learn.
- Friendly and happy children who are proud of their nursery and school. They are keen to learn and show their creativity in different ways. They benefit from participating in motivating learning activities, especially outdoors.

3.7 Areas for improvement

- Continue to share good practice in learning and teaching across the school and nursery, including ways to build further children's resilience as learners.
- Continue with plans to raise attainment further in literacy and numeracy in the school and nursery classes

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 Saltoun 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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| DATE | 21 November 2023 |

12 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Saltoun 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 leadership of the headteacher. Her clear focus on high standards and supporting children to achieve their full potential is leading to improved outcomes.
- The strong sense of staff teamwork. Staff at all levels take on extra responsibilities to provide a warm, welcoming and inclusive ethos for children and families.
- The successful approaches to promoting children's mental and emotional wellbeing. Staff use a range of techniques to help children feel valued, supported and ready to learn.
- Friendly and happy children who are proud of their nursery and school. They are keen to learn and show their creativity in different ways. They benefit from participating in motivating learning activities, especially outdoors.

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

- Continue to share good practice in learning and teaching across the school and nursery, including ways to build further children's resilience as learners.
- Continue with plans to raise attainment further in literacy and numeracy in the school and nursery classes.

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 Saltoun Primary School and Nursery Class

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Find an inspection report | 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.

Lesley A Allan
HM Inspector

Summarised inspection findings

Saltoun Primary School

East Lothian Council

12 September 2023

Key contextual information

Saltoun Primary is a small school that serves the village of East Saltoun and the surrounding rural area near Haddington, East Lothian. At the time of the inspection there were 28 children on the school roll. They are taught in two multi-stage composite classes, P1 to P3 and P4 to P7.

Following a period of instability in the leadership of the school, the headteacher took up post in August 2021. She is also the shared headteacher of Humbie Primary School. The headteacher is supported by a principal teacher who works across both schools, but mainly in Saltoun Primary. Both school communities work in partnership together, while retaining their individual, unique characteristics and ethos.

The school receives a small amount of Pupil Equity Funding (PEF).

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

- Across the school, almost all children are happy, keen to learn and enjoy positive relationships with each other. They are very proud of their achievements. They share their learning enthusiastically at assemblies, developing confidence as they talk to parents and each other about their successes. At all stages of the school, children contribute well to improving their learning experiences as part of four 'decision making' committees. Through this positive approach, they are learning about children's rights, sustainability, the application of digital technology and developing a love of reading.
- The headteacher and staff have worked hard as a team to create a vibrant, attractive and very well-organised environment for learning. Staff make very good use of the school grounds to plan motivating learning across the curriculum. For example, children cultivate their own fruit and vegetables, carrying out scientific experiments to find the best growing conditions. All children benefit from high-quality Forest Schools experiences in the nearby Strawberry Woods. They learn a variety of bushcraft and survival skills as well as developing a very good understanding of the natural world around them. Children use digital technology very confidently as a key part of learning. They use laptop computers to research information, create presentations, learn coding and to consolidate core literacy and numeracy skills through games.
- The headteacher, staff and children have worked together to produce a shared vision of what they want effective learning and teaching to look like in Saltoun Primary School. Staff are making good progress in bringing this vision to life. The headteacher has introduced a range of well-considered and appropriate new approaches to develop a consistent approach to planning learning across the school. Overall, staff's explanations and instructions are clear. They share the purpose of learning well and help children to understand how they can be successful. Children and teachers work together to create individual learning targets for literacy and

numeracy. Staff should continue to support children to have a stronger understanding of their own targets to enable them to reflect more clearly on their progress. Overall, staff use oral and written feedback well to support children in their learning. Staff use plenary sessions effectively to check children's understanding and to make links to other areas of learning and increasingly, to the world of work.

- Children have many opportunities to personalise their learning and to make choices about how and what they learn. Teachers plan a variety of interesting themes and contexts for children to demonstrate their creativity and individuality. This helps to motivate and engage almost all children in their learning very well.
- Staff are introducing play-based learning approaches to support younger children. This is particularly effective when teachers and support staff plan learning outdoors. As planned, staff should continue to engage with national guidance, *Realising the Ambition: Being Me (2020)*, to develop the quality of experiences, spaces and interactions inside as well as outside. In doing so, it would be beneficial for staff to explore the best ways for children to learn together across the nursery class and early stages of primary.
- Overall, teachers and support staff work together well to plan lessons that meet the varying needs of children in the multi-stage composite classes. Across the school, around two thirds of children are identified as having a barrier to their learning. This significant number of children who require additional support benefit from high-quality interventions and help from teachers, support assistants and other visiting professionals. At times, high achieving children need to be challenged more in their learning.
- Recently, staff have benefited from professional learning to implement new approaches to teaching reading. As part of this, teachers carried out an audit of the texts available and purchased new books to help broaden children's experiences. As a result, children are reading a wider range of more diverse, challenging and engaging texts that are well-matched to their levels of ability and interests. Children's enjoyment and attainment in this area of learning is improving. As planned, the school should continue to review and refresh other areas of learning, including writing, numeracy and mathematics.
- In recent years, teachers have made helpful improvements to how they measure children's progress in literacy and numeracy. This includes teachers' more rigorous and effective use of tests, standardised assessments and local authority materials to help inform their professional judgements. Staff welcome opportunities to take part in moderation activities with their colleagues in Humbie Primary School and across the local cluster. Taken together, these steps are helping to improve the accuracy of teachers' assessment of children's progress.
- The headteacher has introduced robust approaches to track carefully the progress of individuals and groups of learners. This includes children who are disadvantaged, for example, by the cost-of-living crisis. Staff participate in termly planning and attainment meetings with the headteacher. Together, they use assessment data well to plan targeted interventions for individual children. The inclusive and very supportive ethos that all staff create is helping all children with barriers to learning to make good progress. Teachers should continue to look outwards to research good practice and collaborate to embed the new, successful approaches to learning, teaching and assessment.

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 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

- Children's attainment and progress is expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence levels. This is because of the very small numbers of children at each stage.
- Overall, children's attainment in literacy and numeracy is good. Across the school, most children are on track to achieve national expected levels of attainment, with a few children exceeding national expectations. Almost all children with additional support needs are making good progress towards their individual targets in learning.

Attainment in literacy and English

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

Listening and talking

- Overall, most children are making good progress in listening and talking. Younger children enjoy listening to stories. Most listen well for instructions, for example in following the routines and rules in Forest Schools activities. Most listen to each other respectfully as they play and learn in small groups. Older children take turns appropriately during class and group discussions. By P7, almost all children describe the features required when presenting to their peers and to parents. They can also identify what makes a respectful audience. Most children across the school contribute enthusiastically and are keen to answer questions in class. Most are articulate and express their opinions and ideas with energy and enthusiasm. They demonstrate their skills and general knowledge during class debates. A minority of children benefit from sensitive, ongoing support from staff to develop their confidence and resilience in groups and unfamiliar situations.

Reading

- Staff have made significant improvements to the ways that they teach reading skills. As a result, most children across the school make good progress. They have a good understanding of core reading skills, and most can apply these successfully in new contexts. Younger children are developing their knowledge of initial sounds well. A few children can read some common words. As they progress through the early stages, the majority of children apply their knowledge of words well to decode new and unfamiliar words. At the upper stages, most children read aloud fluently, a few with great expression. Across the school, children enjoy talking about their favourite books and authors and give clear explanations to justify their choice. At the upper stages, most children can identify a few techniques that writers use to engage readers, for example, simile and alliteration. They would benefit from exploring a wider range of techniques so that they can apply these to their own work.

Writing

- Younger children are learning to form letters correctly. They attempt to write as they engage in imaginative play, in the classroom and outdoors. Most can write simple sentences, using appropriate punctuation. As children move through the stages of the school, they write for different purposes, across the curriculum. Most confidently identify features of imaginative, functional and personal writing. Most children enjoy writing for pleasure in their 'free writing' books. This provides children with an aptitude and interest in writing to produce extended, creative pieces that they add to over time. Children value the helpful feedback from teachers which helps them to improve their written work. A majority of children need prompting to remember to use paragraphs within extended pieces of writing.

Numeracy and mathematics

- Overall, children's progress and attainment in numeracy and mathematics is good.

Number, money and measure

- Most younger children can order numbers 0 to 20 correctly. As they move through the stages of the school, most children are developing their knowledge of place value well. Teachers have identified the need to continue to improve children's speed and agility in mental calculations, particularly recall of multiplication and division facts. Across the school, a minority of children need ongoing support to develop resilience in tackling mathematical problems and challenges.
- Across the school, most children demonstrate a good understanding of money for their age and stage. Most older children have a sound knowledge of fractions, decimals and percentages and use this knowledge well to solve problems. Most children are confident in estimating the lengths and weights of familiar objects. They collaborate in teams to create informative posters about how people in different professions need to measure accurately as part of their work.

Shape, position and movement

- Across the school, almost all children have a sound understanding of symmetry, two-dimensional shapes and three-dimensional objects, appropriate to their age and stage. Most older children can describe the properties of different types of angles correctly, including acute, obtuse and right angles. Children apply their knowledge about compass points and direction well during popular orienteering sessions.

Information handling

- Across the school, almost all children sort and display data in a few different ways. They know how to collect information using tally marks and by P7, they can display their data in a range of graphs and charts. They apply their knowledge well by carrying out their own surveys, for example, on how children travel to school each day, favourite pets and the eye colour of classmates. A next step is for children to make more use of digital technology to record and display information.

Attainment over time

- The impact of the pandemic and remote learning, along with changes in leadership and staffing, has had a negative effect on children's attainment. The headteacher and staff are taking the right steps to address this. They have developed successfully new approaches to teaching reading and have plans in place to refresh how they teach writing and numeracy. The school's evidence shows that attainment is improving this year. The headteacher has identified correctly that there remains scope for further improvement in attainment. She has appropriate plans to achieve this, including by continuing to increase teachers' and children's own expectations of what they can achieve.

Overall quality of learners' achievements

- Children are very proud of their school and their achievements, within and outwith school. Parents share their children's achievements from home regularly. Children enjoy opportunities to share their personal achievements at school assemblies. Staff use different methods to share children's successes with parents, for example, newsletters and digital platforms. Staff track children's achievements well and take steps to ensure all children have opportunities to enjoy success. Staff should now support children to have a greater understanding of the skills they are developing as part of their achievements.

Equity for all learners

- The headteacher and staff have a sound understanding of the challenges faced by families. They have developed helpful approaches to track and monitor the attainment and achievement of all children, including those who are care-experienced or disadvantaged. The headteacher has prioritised the use of PEF to address any gaps in children's learning and to ensure all children have equality in experiences. As a result of different interventions which promote children's emotional wellbeing, a few children supported by PEF are more engaged in their learning and making better progress. The Parent Council supports the school's work very well by funding different trips and treats to ensure no child is at risk of missing out.

Other relevant evidence

- The skilled headteacher places high priority on supporting and nurturing children and actively promoting an ethos of high standards and ambition for children, staff and parents. In her short time in post, she has built successfully a culture of collaborative working across the staff team and has accurately identified the key priorities for school improvement. She has a clear vision for the future direction of the school and is bringing this vision to life.
- The headteacher has introduced a systematic and rigorous approach to self-evaluation. She carries out a range of focused activities to monitor the quality of children's experiences. This includes observations of classroom practice, listening to children's and parents' views, and sampling children's work. Along with staff, she uses all available data about each child's progress to pinpoint where intervention or extra challenge may be required. As a result, the headteacher makes robust evaluations about the quality of children's learning in the school and nursery. Her drive for high standards and strong leadership of change, is leading to better outcomes for children.

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

Saltoun Primary School Nursery Class

East Lothian Council

12 September 2023

Key contextual information

Saltoun Nursery Class is situated within Saltoun Primary, a rural school in the village of East Saltoun, East Lothian. The nursery operates term time, from 8.45 am to 3.15 pm Monday to Thursday and 8.30 am to 12.30 pm each Friday. The nursery class is registered for 15 children at any one time and, at the time of the inspection was at capacity. Children attend from the age of three until starting primary school. The nursery has a recently refurbished playroom and natural outdoor space. They also have access to spaces across the school, such as the playground and lunch hall. The headteacher has responsibility for two schools and nursery classes. She delegates the management responsibility for Saltoun Nursery Class to the principal teacher. The senior early years practitioner (SEYP) takes on the day-to-day running of the nursery. In addition, there is a full-time early years practitioner to support the SEYP.

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 created a calm and welcoming environment where all children feel safe, valued and secure. They have very positive relationships with children, families and each other. Children are kind and helpful to their peers. Practitioners respect the views of children and involve them in making decisions about their experiences. For example, practitioners involve children in ordering food items for snack time.
- Practitioners know children very well and are responsive to their interests and needs. They promote children's confidence and self-esteem through sensitive and well-timed interactions when required. Practitioners use questioning well to extend children's learning in early literacy and numeracy. They encourage children to read familiar letters and sounds and count items relevant to their play.
- The recently upgraded and well-considered environment supports children to explore a wide range of resources, indoors and outdoors. Children enjoy their time outdoors and use a range of loose parts and natural and man-made resources to support their play. Most children show independence in their play, navigating the spaces confidently and selecting resources to support their learning. They enjoy helping the adults with tasks relevant to their daily routines. Practitioners should continue to review the balance between child-led and adult-directed experiences. They should review the flow and routines of the day so that children can engage in experiences for extended periods of time without interruption. This should also support children who require it, to increase their independence and resilience.
- Children access and navigate games confidently using the interactive board to develop early numeracy and literacy skills. As planned, practitioners should consider how to extend children's learning in digital technologies further.

- Practitioners observe children at play and record significant learning through children's learning journals. They gather important information about the skills children develop as a result of their experiences for each curricular area, including developmental milestones. They capture children's voice well through learning journals and floorbooks. Practitioners identify appropriate next steps for children linked to literacy, numeracy and health and wellbeing and capture evidence when children achieve these targets. Children have ownership of their learning journals and enjoy sharing them with visitors to the nursery. Practitioners should consider how to capture observations across the wide range of skills children demonstrate as a result of their experiences.
- Practitioners use a clear system for planning, tracking and monitoring children's learning. The recently introduced planning wall supports practitioners to identify any gaps in children's learning and to plan a broad range of experiences. Practitioners use a newly introduced local authority tracking process effectively to record children's progress in literacy, numeracy and health and wellbeing. They have established a positive partnership with P1 staff. This is helping practitioners to develop approaches to support children who are ready for more challenge. Practitioners should continue to ensure these approaches are developmentally appropriate and enhance the experiences of all 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 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

- Children are making good progress in early communication and language. They are keen to engage in conversations with their peers and familiar adults and respond well to questioning. All children enjoy listening to stories and singing songs and rhymes. They are developing their phonological awareness well, identifying, and at times generating, rhyming words. Most children can recognise their name when self-registering. A few children recognise the names of others by reading the initial sound. Children are developing their early writing skills well. They understand that print carries meaning and enjoy making signs and menus for the snack area. Children benefit from the regular and relevant opportunities to write and show confidence in this area.
- Children are making good progress in early numeracy and mathematics. They count confidently beyond ten and recognise a few numerals. Children use relevant mathematical language as they weigh and measure during play. Children recognise two-dimensional shapes during their play, using items from their environment. Children are now ready to explore and investigate the properties of two-dimensional shapes. They know the days of the week and can link key events to different days. Children would benefit from developing their skills further in sorting, gathering and displaying information.
- In health and wellbeing, children are making good progress. Overall, they share, take turns and are kind to each other. At times, children require support to listen to their peers and persevere with tasks. Children's fine motor skills are developing well as they use tools to print, manipulate playdough and chop fruit. They practise physical skills such as balancing and pedalling during outdoor play. Children enjoy the responsibility of preparing snack and understand why it is important to have good hygiene. They learn to serve themselves and socialise during this time. Senior leaders and practitioners should consider how to extend this practice to children's lunch experiences.
- Practitioners recognise and celebrate children's achievements well across the setting. Children's paintings and drawings are valued and displayed attractively around the nursery. Children contribute to displays by writing signs and sharing their ideas. Practitioners use this information effectively to build on children's skills.
- Across the setting, most children are making good progress in their learning. Practitioners identify clearly the progress children are making in communication, early language, numeracy and mathematics, and health and wellbeing. Longer term, this information will support

practitioners to demonstrate more fully children's progress over time and make sound professional judgements about how well children are developing.

- Senior leaders and practitioners know children and families very well. They take appropriate action to address inequity, supporting families affected by the cost-of-living crisis. They work effectively with professional partners to support children who may require additional support with their learning. Children with barriers to communication have access to visual prompts. As a next step, practitioners should consider using these symbols across all spaces to support children's communication further.

Other relevant evidence

- The headteacher provides highly-effective strategic leadership to the nursery class. She is experienced and knowledgeable and supports the staff team very well to make key improvements to the setting. She worked closely with practitioners to finance, refurbish and renew the indoor playroom and resources. This has provided children with an engaging and well-considered environment within which to play and learn. She supports practitioners to engage with professional learning and national practice guidance. This enables practitioners to reflect on and improve their practice continuously. They do this increasingly well using self-evaluation and professional partnerships to make improvements.

Explanation of terms of quantity

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

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