

REPORT TO: Education & Children's Services Committee

MEETING DATE: 21 November 2023

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

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

1 PURPOSE

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

Windygoul Primary School and Nursery Class was inspected in May 2023. A letter to parents and carers summarising the key findings was published on 22 August 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 celebration of children's many successes in demonstrating the school values of 'responsible, positive and respectful'. Children are rightly proud of this recognition of their enthusiasm for learning and hard work.
- The use of a wide range of data by senior leaders to support effective strategies to raise attainment in literacy and numeracy.
- The warm and inclusive environment across the nursery, school and Woodside, fostered by all members of the school community. This supports children to develop communication skills and engage successfully in their learning within a child-centred environment.
- The sense of fun and freedom displayed by children and practitioners in the nursery as they enjoy the broad range of experiences outdoors.

3.7 Areas for improvement

- Senior leaders should continue to work with staff to improve the quality of the learning and teaching children experience to develop further consistent approaches across the whole school. This includes ensuring children take a more active role in leading their learning.
- All staff should continue to build on the positive start to the way children's progress in their learning is assessed and monitored and extend this to all curriculum areas.

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 Windygoul 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

22 August 2023

Dear Parent/Carer

In May 2023, a team of inspectors from Education Scotland visited Windygoul 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 celebration of children's many successes in demonstrating the school values of 'responsible, positive and respectful'. Children are rightly proud of this recognition of their enthusiasm for learning and hard work.
- The use of a wide range of data by senior leaders to support effective strategies to raise attainment in literacy and numeracy.
- The warm and inclusive environment across the nursery, school and Woodside, fostered by all members of the school community. This supports children to develop communication skills and engage successfully in their learning within a child-centred environment.
- The sense of fun and freedom displayed by children and practitioners in the nursery as they enjoy the broad range of experiences outdoors.

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

- Senior leaders should continue to work with staff to improve the quality of the learning and teaching children experience to develop further consistent approaches across the whole school. This includes ensuring children take a more active role in leading their learning.
- All staff should continue to build on the positive start to the way children's progress in their learning is assessed and monitored and extend this to all curriculum areas.

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

Here are Education Scotland's evaluations for Windygoul 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: [Reports page | Inspection reports | 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.

Jacqueline Gallagher
HM Inspector

Summarised inspection findings

Windygoul Primary School

East Lothian Council

22 August 2023

Key contextual information

Windygoul Primary School is located in Tranent in East Lothian. The headteacher is supported by four deputy headteachers and two principal teachers. The school has experienced a number of staff changes over the past few years.

In May 2023 the roll is 613 in the primary school and 18 in Woodside, the specialist provision for children with additional support needs. Windygoul Nursery is located within Windygoul Primary School.

Children live in Scottish Index of Multiple Deprivation (SIMD) data-zones 1-9. Attendance is in line with the national average.

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

- Relationships between children, their peers and staff are positive. The focus staff have on children being 'ready, respectful and safe' is supporting a calm and inclusive environment for learning. Most children engage positively with learning opportunities. They are keen to learn and talk enthusiastically about their experiences in school. They work well individually, in pairs and in small groups.
- Learners experience a broad range of learning opportunities both in the classroom and beyond. There are well-planned opportunities for children to contribute to the life of the school through pupil voice groups, leadership positions and sports and music clubs.
- In the majority of classes, learning is well matched to the needs of individual children. However, current approaches to differentiation are mainly by task and do not fully meet the needs of all children. Teachers should ensure all learning is appropriately challenging, including for children who are capable of more demanding work. Children would benefit from greater opportunities to lead their learning, including more activities which provide greater personalisation and choice.
- In almost all lessons, teachers provide clear explanations and instructions. They share learning intentions and success criteria. Senior leaders have identified correctly the need to improve how children understand the purpose of their learning and how to be successful. Teachers now need to be more consistent in involving children in co-creating ways to judge their success in learning. This will ensure children have greater ownership of their learning and support the further engagement of all children in learning.
- Teachers are beginning to use digital technology more extensively to enhance learners' experiences. In a few lessons, teachers use this well to motivate and engage children. A few children are supporting staff and other children to develop their digital skills, including the use

of assistive technologies. These children are working well to improve both children and staff's understanding of how technology can be used to support learners who have a barrier to learning.

- Almost all teachers use a range of approaches to check learners' understanding. A few teachers ask questions skilfully to help children explain more fully their thinking and the reasoning behind their answers. Senior leaders should build on the successful practice found in these classes to support all teachers to improve questioning. This includes ensuring staff support children to develop higher order thinking skills. As staff develop their skills in asking questions, they will have a clearer awareness of children's understanding. This will support teachers in planning next steps in learning that best meet the needs of all children.
- Younger children have regular opportunities to engage in play-based activities. Teachers are at the early stages of developing learning through play and do not yet use play-based approaches fully to engage children in their learning. Teachers should engage with national practice guidance, 'Realising the Ambition: Being Me', and look outwards to other schools to observe examples of high-quality learning through play. This will help them improve approaches to learning through play for younger children, by enriching their learning environment and experiences.
- Teachers are responsive to the needs of the children in their classes. They use verbal feedback well to support children to make progress in their learning. At present, the quality of written feedback is not sufficiently effective in supporting children's progress in learning. Children will benefit from clearer feedback to help them understand what they need to do to have greater success in their learning.
- Teachers use a range of well-defined approaches to assess where children are in their learning. They use National Benchmarks, standardised assessments and local authority assessments well at key points in the year to identify children's attainment in literacy and numeracy. These approaches, along with on-going assessment, are providing teachers with a clear understanding of where children are in their learning. Teachers, supported by senior leaders, should continue to develop approaches to assessment that will improve further children's progress and attainment. This will help ensure an understanding across the school of what high-quality assessment is.
- Senior leaders, working with teachers, have developed helpful approaches to discuss and monitor children's attainment and progress. These approaches are used well to confirm whether children are on track, off track or exceeding expectations and to plan what further support is needed for each learner.
- Staff have engaged in helpful moderation activities, both internally and externally, with their associated school group and local authority colleagues. The focus has been on writing. This has strengthened teachers' understanding of national standards in this area. Staff should continue, as planned, to increase the range of moderation activities to other areas of the curriculum.
- Senior leaders, working with staff, have introduced new approaches to planning, tracking and monitoring this year. While at the early stages, the new approaches are providing clearer expectations for teachers in the planning of learning, teaching and assessment. Senior leaders have reviewed teachers' plans and have provided helpful feedback to all teachers to build on the positive start made. Senior leaders should continue to work with teachers to ensure all planning is of suitably high quality across the school.

- Teachers use local authority progression frameworks across all areas of the curriculum. They plan over different times scales taking into account the needs of the learners in their class. In a few examples, children are involved very well in planning their learning. Senior leaders should continue to support staff to ensure all learners are meaningfully involved in planning their 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 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

- Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Most children achieve appropriate Curriculum for Excellence (CfE) levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A few children have the capacity to make better progress and achieve more.
- Most children who require support with their learning are making good progress towards individual targets in learning.

Attainment in literacy and English

- Overall, most children are making good progress in literacy from prior levels of attainment.

Listening and talking

- At early level, most children follow instructions well and can confidently share ideas within pairs and small groups. They can ask and answer simple questions about familiar stories. At first level, most children share their ideas in class and group discussions and listen well to the views of others. At second level, children have opportunities to develop presentation skills in class, at assemblies and through various pupil leadership roles. They are aware of different communication techniques such as eye contact, clear enunciation, and use of tone to engage the listener.

Reading

- Across the school, children have regular planned opportunities to read for pleasure including through breakfast reading groups, reading buddies and other whole school events linked to reading. This is supporting the development of a culture of reading for pleasure which is supporting improved outcomes in reading.
- At early level, most children use known sounds to blend and read words and simple texts. At first level, most children can identify the main ideas in text and can confidently make predictions. Children at first level would benefit from further opportunities to answer increasingly complex questions on texts. At second level, most children can answer inferential and evaluative questions and explain reasons for their views. Children at second level would benefit from more opportunities to explore the reliability or otherwise of a range of sources.

Writing

- At early level, children draw increasingly detailed pictures to illustrate their stories and ideas. Most children at early level can write simple sentences and use capital letters and full stops. At first level, most children write information reports, recounts and poems. They would benefit from more opportunities to experience writing across a broader range of genres. Most children at second level can write information reports, recounts, diary entries and pieces of descriptive writing. Children at second level would benefit from more opportunities to write extended texts. More opportunities for personalisation and choice in writing would support increased enthusiasm for writing and improved outcomes.
- As planned, teachers should continue to review approaches to writing, including monitoring the impact on children's progress.

Numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics from their prior levels of attainment.

Number, money and measure

- At early level, most children are working within numbers to 30 with a few working with numbers up to 100. They are confident in counting money, telling the time and fractions. At first level, children can use their knowledge of place value to perform calculations and can recall multiplication facts. They are not yet confident with fractions and percentages. By second level, children are confident with all four number processes and can round numbers with decimal fractions to the nearest whole number. Children are not yet confident with the links between fractions, percentages and decimals.

Shape, position and movement

- Almost all children at early level are able to identify common two-dimensional shapes. They understand and correctly use positional language. At first level, the children are confident with one line of symmetry. They are confident with the properties of two-dimensional shapes and three-dimensional objects but are not yet confident with angles. At second level, children are confidently using appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify angles.

Information handling

- Across the school, there are opportunities for children to gather and analyse information. At early level and first level, almost all children can collate information in a tally chart and display it using a bar graph. By second level, almost all children are aware of different methods of collecting data and can display it correctly in a range of ways. Children now need to apply and extend their information handling skills in real-life and meaningful contexts across the curriculum.

Attainment over time

- Attainment was negatively impacted by the COVID-19 pandemic particularly at early and first level. Senior leaders and staff have planned and implemented effective approaches to raise attainment in literacy and numeracy for identified groups of children. Senior leaders monitor the impact of interventions closely and effectively to ensure they are having a positive impact on attainment. Overall, most children are predicted to achieve appropriate levels for literacy and numeracy in June 2023.
- Teachers meet formally with senior leaders three times a year to discuss children's progress in literacy, numeracy and health and wellbeing. Together, senior leaders and teachers analyse data to identify and target areas for support and challenge. This helps all children to make

good progress from prior levels of attainment. As planned, senior leaders should continue to develop processes to use information relating to attainment over time. They should also develop approaches to gathering information on children's progress across all areas of the curriculum.

Overall quality of learner's achievements

- Staff celebrate children's achievements at assemblies and in classes, with a strong focus on those occasions when children exemplify 'ready, respected, safe' and the school values 'responsible, positive, respectful'. Children are proud of this recognition and celebration of their hard work and resilience. Older children lead clubs to provide support for younger children, such as Books at breakfast and Woodside buddies. This is developing their leadership and cooperative working skills. Groups such as the Tech Team lead information evenings for parents and assemblies. Children from these groups describe the confidence and pride in themselves they have developed as a result.
- Children participate in a range of clubs and activities during and after school. These include Junior Road Safety Officers and the Eco group. The groups are well supported through partnership work with the local community, for example, litter picking with the Tranent Wombles. Senior leaders monitor participation in activities closely, both in and outwith school and identify children who are not taking part in any of the activities on offer. They are proactive in addressing barriers to participation. Staff provide all children with rich experiences in sports and expressive arts, often working with community and local authority partners. The next step is for senior leaders to develop a progressive skills framework which will help children identify and articulate the many and valuable skills they are currently developing.

Equity for all learners

- The headteacher, senior leaders and staff have a very clear knowledge of the social and economic contexts of their children and families, including financial pressures. They use this knowledge very effectively to work towards ensuring that all children have equity of opportunity and achievement. Senior leaders and teachers monitor the progress of individuals and groups of children. This includes those who require additional support, those who are care experienced, young carers and those who face poverty-related barriers to their learning and wellbeing. They use attendance, free school meal entitlement, additional support for learning, care experience and under-performance data effectively to identify poverty-related and other attainment gaps. Staff are beginning to monitor progress towards closing these gaps. As a result, staff are working together to identify children who are not making suitable progress and provide appropriate interventions. One impact of this can be seen in the significant reduction in the number of exclusions. Senior leaders are also very proactive in working with other organisations to identify and make available additional opportunities, such as free entry to sporting facilities for care experienced children and young carers.

Context

Woodside within Windygoul Primary School is a local authority provision which supports children with autism and communication needs. The centre opened in 2020 and supports 18 children aged 5-12 years in three classes at P1-2, P3-4 and P5-7. Woodside shares the same vision and values as the school and aims to provide a responsive environment which respects children's rights and motivates them to learn. Staff aim to develop children's communication skills and support them to achieve their potential through personalised support.

QI 2.3 Learning, teaching and assessment

- Teachers and support staff have developed a strong focus on child-centred learning which reflects clearly the vision and aims of the centre. This is underpinned by the Social Communication, Emotional Regulation and Transactional Support (SCERTS) model for improving communication and social and emotional abilities. All staff motivate children to learn in a kind and respectful way which takes account of their individual needs, rights and preferences. Resources and learning activities reflect children's personal interests and help children to move on when ready, including joining some mainstream lessons.
- Teachers and support staff are skilled in supporting children to manage their emotions and focus on their learning. Positive support plans, prepared jointly with partners, anticipate individual difficulties and support staff to use strategies which de-escalate anxieties successfully. The well-resourced learning environment and adjacent outdoor area offer a safe, accessible and supportive learning environment where children learn through play. Well-structured learning activities and routines, picture prompts, digital images and real objects of reference support children's understanding and minimise anxieties. These approaches encourage children to engage more readily in learning activities. Teachers are developing the use of digital technology well to support communication and encourage independence in learning tasks. They plan to develop further other contexts for learning to support children's life skills including links with the local community.
- The depute headteacher and staff have implemented a systematic approach to assessing children's progress in learning which takes account of their individual needs. This supports accurate information about children's progress and working levels towards and within CfE. As planned, staff should now develop their approach to tracking the progress of learners' experiences and outcomes across all areas of the curriculum. The depute headteacher monitors closely the progress and wellbeing of children experiencing additional social challenges and ensures additional support from partner agencies when required.

QI 3.2 Raising attainment and achievement

- Taking account of their additional support needs, most children are making good progress in communication and literacy and numeracy and mathematics. A few are making very good progress from their starting points.
- In literacy and communication, half of children in P1-P2 are working at pre-early level and half at the early level. At P3-P4, most children are working at early level. A small number are working on aspects of the first level and pre-early level. At P5-P7, the majority of children are working on aspects of first level and a few at early level.

- In numeracy and mathematics, at P1-P2, half of children are working at the pre-early level and the remainder at the early level. In P3-P4, all children are working at the early level. In P5-P7, most are working at the early level with a small number working on aspects of first level. A few children can talk about skills they are learning and know what they need to do to improve.
- The majority of children attend the Woodside provision almost all the time. A few children's attendance has improved significantly over the past year. The depute headteacher and staff work closely with the families of children who are not attending school regularly and agree appropriate support with partner agencies, where appropriate, to reengage children with school.
- An increasingly robust system for tracking children's attainment along with effective staff interventions are supporting children to make appropriate progress across the Woodside provision. The school is at an earlier stage in tracking children's progress over time. This is as a result of its fairly recent opening and altered arrangements during the COVID-19 pandemic.
- Staff recognise children's achievements within and out with the school through communications with parents. Woodside often shares children's achievements at home with the school community. Children receive certificates for their achievements and staff feature their achievements and talents in videos, school shows and events. Visiting organisations such as Venturing Out and Drake Music provide annual outdoor learning skills opportunities. Staff identified that opportunities for wider achievement and life skills, particularly within the local community, is an area they are keen to develop.

Other relevant evidence

- The school submitted 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 and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.

Practice worth sharing more widely

A group of children from the mainstream primary school regularly meet with children from Woodside socially and in learning activities as signalong ambassadors and Woodside buddies. They are learning to sign and use their skills to form successful friendships with Woodside children, promote inclusion and awareness of alternative communication. They do this through visiting classes regularly, demonstrating signing at assemblies through 'sign of the week' and use signing at key events at Christmas and Halloween. Buddies lead outdoor games with Woodside children such as mini football, hide and seek, basketball and cycling.

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

Windygoul Primary School Nursery Class

East Lothian Council

22 August 2023

Key contextual information

Windygoul Nursery is located within Windygoul Primary School. There are two classes and a very well-resourced outdoor area. The setting provides 1140 hours over a 48-week period for children aged three to five from 8:15 a.m. till 5:45 p.m. The nursery is registered for 70 children at any one time. The current roll is 96. There are 44 children in their ante-pre-school year and 51 in their pre-school year. Children are split into two groups. Each attend for two full day sessions each week and every alternate Friday. There have been significant changes in staffing over the past year. The nursery is managed on a day-to-day basis by the nursery manager under the leadership of the depute headteacher and the headteacher.

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

- Across the nursery, almost all children enjoy healthy relationships with each other and with adults, which benefits their learning and development. Most are enthusiastic learners who are becoming confident and independent in their learning. Children are valued, secure and take appropriate risks in their learning. Most play well on their own and with others, helping when needed. They investigate and use their initiative to find solutions to problems, including those related to real life. Children influence their own learning through expressing interests. They are developing an awareness of their rights as learners. Most children are motivated and engage well in the learning experiences which practitioners offer. A few children need greater challenge. They are ready to take on more leadership roles and are capable of greater responsibility. They need such experiences to help extend and sustain their learning and engagement.
- Most practitioners know children very well and interact sensitively with them. Practitioners ensure that nursery routines do not disrupt children's play unnecessarily. They engage well with children and have fun with them which stimulates their imagination and curiosity about the world around them. Most practitioners listen well to children's views and take account of their interests to motivate and further their learning and creativity. Most practitioners use questioning well to further children's learning and development. In a few situations, practitioners miss opportunities to deepen children's knowledge and understanding. To ensure children make suitable progress, practitioners need to ensure that a few children experience greater challenge when playing. They also need to interact more with children in certain aspects, for example music. Practitioners enjoy playing and having fun with children, for example in the attractive outdoor area when splashing about in puddles in the rain.
- Practitioners observe children regularly and record their progress in many ways including through floor books and individual learning stories. Too often, their observations are overly focused on activities rather than learning. Practitioners need to improve further their skills in observing, recording and evaluating to provide them with a clearer overview of children's

progress. Practitioners plan activities which support children's learning over different periods of time using Curriculum for Excellence (CfE) experiences and outcomes. They need to focus more on planning learning rather than activities to ensure all learners make appropriate progress.

- Practitioners use children's developmental needs and interests well as a starting point for planning learning. Their floorbooks show the wide range of children's experiences over time but do not include enough information on how children progress. Practitioners should continue to refine and streamline their approaches to planning, tracking and monitoring. They need to use information they gather more effectively to plan next steps 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. 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

Progress in communication, early language, mathematics, and health and wellbeing

- Almost all children make good progress in health and wellbeing in line with their stage of development. They are independent and practise appropriate personal hygiene routines. Most children have friends and show care and respect for others. A few children express feelings and share with others. A few children need to continue to develop skills when interacting with others. Almost all children are aware of how to assess risk when outdoors.
- Most children make good progress in early language and communication. Most children listen well to each other and to stories read by adults. The majority of children are inquisitive and ask questions with confidence when they need more information. Most are developing a good interest in books. A few children are aware of characters and plots in stories. A few choose books to 'read' on their own. Others use environment print well to interpret information. Older children enjoy exploring sounds, letters and words. They recognise with accuracy letters in their name. Most children use early writing skills well when playing. They make marks on notebooks and draw pictures which reflect personal experiences. A few children write words with confidence. Children in their ante-pre-school year are making good progress in line with their stage of development. Overall, a few children in their pre-school year are capable of making further progress in early language and communication.
- Most children are making good progress in mathematics. Most children identify and recognise numbers from zero to 10. The majority use one-to-one correspondence well to count objects to 10, with a few recognising numbers to 20. Children recognise basic shapes and simple patterns. They use measurement and positional language appropriately in physical activity, using loose parts and block play. Most children understand and can link daily routines and personal events to time sequences with accuracy. They know features of seasons. Children can create a range of symmetrical pictures using a variety of media. Children need to develop further their skills and knowledge in information handling. Children in their ante-pre-school years are making good progress. Overall, a few children in their pre-school year are capable of making further progress in mathematics.

Children's progress over time

- Overall, children make very good progress in health and wellbeing and good progress in communication, early language and numeracy and mathematics. Children's progress in other aspects is not yet gathered systematically over time. Senior leaders recognise the need to ensure existing systems are used to ensure that information gathered also provides an accurate account of children's progress across all curricular areas.

Overall quality of children's achievement

- Children value the recognition of their achievements through displays, learning stories and floor-books. Children know different art techniques. They recall key facts of science, including life cycles of insects and frogs. Their skills in digital technology are developing well. They are developing as effective citizens who used their skills for life and work to support families access school uniforms and food. Children need to be more aware of skills they are developing through wider achievements. Senior leaders should continue to identify key aspects of children's achievements to have an overview of overall nursery performance.

Ensuring equity for all children

- Most children are making suitable progress, including those who have barriers to their learning. Practitioners address barriers and have increased levels of support for families through the Pupil Equity Fund (PEF). Children who receive this support are making progress. Practitioners focus well on skills for learning and life which helps families understand how to improve life chances. Parents feel comfortable approaching practitioners if they have concerns around children's progress. Children develop skills in dance and football through Active Schools support.

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.