

REPORT TO: Council Committee for Education

MEETING DATE: 19 March 2024

BY: Executive Director, Education and Children's Services

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

1 PURPOSE

1.1 To report to Committee on the outcomes of the Education Scotland inspection of Wallyford Primary School and Nursery Class.

2 RECOMMENDATIONS

2.1 The Committee is asked to: -

- (i) Note the content of the Education Scotland letter (Appendix 1).
- (ii) Note the content of the Summary of Inspection Findings for the Primary School (SIF) (Appendix 2).
- (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3).
- (iv) Note that as a result of the inspection findings, Education Scotland will make a follow-up visit in connection with this inspection within 12 months of publication of the inspection report to allow more time for the school to make necessary improvements.
- (v) Note the key strengths identified by the Inspection Team and progress made since the inspection.

3 BACKGROUND

3.1 Inspection model

The inspection team used the How Good Is Our School 4? (HGIOS4?) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and

Early Years provisions to evaluate the quality of provision at Wallyford Primary School and Nursery Class.

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

HGIOS?4:

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

HGIOELC?:

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

- 3.2.1 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.

3.3 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.

3.4 Inspection Findings

Wallyford Primary School and Nursery Class was inspected during September 2023. A letter to parents and carers summarising the key findings was published on 21st November 2023. It should be noted that the local authority’s rigorous quality improvement processes had already identified issues and were working with the school. This inspection confirmed our views.

- 3.4.1 The quality indicators were evaluated as follows:

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

3.5 Key Strengths

- Senior leaders and staff across the school and nursery who know children and families very well. They are caring and supportive of children and each other. Across the school, staff build strong, positive relationships and ensure a nurturing environment for all children:
- Inspectors noted that the Head Teacher was appointed in August 2023, and that she is assisted by two deputy headteachers and a principal teacher. Inspectors noted the impact of her leadership across several areas.
- Children experience a positive and caring ethos at Wallyford Primary School.
- All staff consistently embody the school values in their daily interactions. They encourage children to be compassionate, collaborative, and persistent in their learning efforts.
- Teachers maintain a welcoming and reassuring atmosphere in almost all lessons. They frequently refer to the school values to help children focus during lessons.
- The headteacher and staff rightfully acknowledge the importance of periodically revisiting and updating the school's values with both children and families.
- The headteacher has identified the need to develop a more consistent approach to planning learning, teaching & assessment across the school.
- The effective collaboration between staff at the school. Teachers work well together to share planning, resources, and creative ideas. They are committed to developing their practice to improve outcomes for children:
- Teachers from the same stage collaborate to plan lessons and create resources. Teachers at individual stages have developed some effective ways to plan learning for children across the curriculum.
- Staff support most children well to work independently, in pairs and in groups. Teachers encourage children to support each other in the completion of tasks.
- Almost all teachers make sure that children are calm and focused on the set task at the start of lessons. The majority of teachers use a variety of teaching approaches well, such as linking learning to real-life contexts and capitalising on children's interests.
- Teachers are beginning to make use of a variety of school guidance to help them structure lessons. The 'Wallyford Way' provides a constructive blueprint for structuring high-quality lessons.
- Teachers incorporate clear explanations and instructions and use effective questioning to extend children's thinking in the majority of lessons.

- Senior leaders and staff are committed to play-based learning and have recently devised a framework to embed a shared approach in all four P1 classes. Staff are enthusiastically engaging with national practice guidance to support their understanding of play.

3.6 Areas for Improvement

- Teachers should continue to raise attainment in literacy and numeracy.
- To ensure professional judgements of pupil progress are more robust, Senior leaders, the school's Quality Improvement Officer, and the authority's Pedagogy Team and Early Years Team have engaged staff in professional learning to further develop practitioner confidence in the use of a range of assessments, data, and moderation activities.
- Compared to previous academic sessions, the current tracking of pupil progress across P1 to P7 indicates predicted improvements in pupil attainment and achievement in Literacy and Numeracy by June 2024.
- Teachers and practitioners should continue to improve the quality of learning and teaching in the nursery and school. This will support children to make the progress they are capable of.
- Teaching staff at key stages are using quality improvement methodology as part of the National Improving Writing Programme to support improvements in the quality of learners' experience of writing across the curriculum.
- The local authority Pedagogy Team are providing professional support and challenge to teachers and senior leaders to ensure:
 - planning is tailored to the pupils in each class.
 - all teaching staff have a clear understanding of the Lesson Cycle and most use this consistently to inform their approach to the teaching and learning of all pupils.
 - all teaching staff are clear on where their learners are in relation to the local authority curriculum frameworks and can effectively use these to guide planning decisions for all pupils.
 - the confidence and competence of all teaching staff has increased in the pedagogical areas of differentiation and questioning to better support the breadth, depth, and application of pupil learning.
- The local authority Early Years Team continue to support Nursery staff and leaders to improve the quality learning engagement and interactions, and planning, tracking, and monitoring of learner progress, as outlined in Appendix 3 – Nursery Summary of Inspection Findings.
- Teachers and practitioners should use information gathered through assessment opportunities to match better the tasks and activities to children's needs and abilities.

- Senior leaders now need to develop and use more effective tracking and monitoring approaches. This should help them to measure the progress children make over time and the impact interventions have in closing attainment gaps.
- The Head Teacher and Depute Head Teachers have developed and established an internal tracking system for the purposes of improving the accuracy and reliability of tracking and monitoring of pupil progress.
- All teaching staff are using this system to support their professional judgement of pupil progress, and to ensure that the impact of planned interventions to support pupils' learning are evaluated effectively.

3.7 The school's Quality Improvement Officer, Mr Nick Trussler continues to work closely with the Head Teacher, leadership team and staff to provide professional advice, guidance, professional learning, support, and challenge in the areas for improvement outlined in Section 3.7.

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 Wallyford Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

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DATE	20 February 2024

21 November 2023

Dear Parent/Carer

In September 2023, a team of inspectors from Education Scotland visited Wallyford 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.

- Senior leaders and staff across the school and nursery who know children and families very well. They are caring and supportive of children and each other. Across the school, staff build strong, positive relationships and ensure a nurturing environment for all children.
- The effective collaboration between staff at the school. Teachers work well together to share planning, resources and creative ideas. They are committed to developing their practice to improve outcomes for children.

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

- Teachers should continue to raise attainment in literacy and numeracy.
- Teachers and practitioners should continue to improve the quality of learning and teaching in the nursery and school. This will support children to make the progress they are capable of.
- Teachers and practitioners should use information gathered through assessment opportunities to match better the tasks and activities to children's needs and abilities.
- Senior leaders now need to develop and use more effective tracking and monitoring approaches. This should help them to measure the progress children make over time and the impact interventions have in closing attainment gaps.

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 Wallyford Primary School and Nursery Class

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

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Inspection and Review | Education Scotland](#)

What happens next?

As a result of our inspection findings, we think that the school needs additional support and more time to make necessary improvements. We will liaise with East Lothian Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within 12 months of the publication of this letter. We will discuss with East Lothian Council the details of this inspection. When we return to inspect the school, we will write to you as parents/carers informing you of the progress the school has made.

Denise Penman
HM Inspector

Summarised inspection findings

Wallyford Primary School

East Lothian Council

21 November 2023

Key contextual information

Wallyford Primary School serves the communities of Wallyford village and the Pinkie Mains area of Musselburgh in East Lothian Council. The school is a member of the Musselburgh Associated Schools Group (ASG) with pupils transitioning to Rosehill High School.

This area is a rapidly expanding community within East Lothian and as a result there is a significant increase of families with children moving into the area. The school moved to a new school building in 2019 to meet the needs of the growing school roll. There are large playgrounds and outdoor spaces. The school roll is currently 456.

The 18 classes this session comprise of a mix of single stream and composite. There is a Nursery Class. There have been significant changes in the leadership team over recent years. The headteacher has been in post since August 2023. She is assisted by two depute headteachers and a principal teacher.

In September 2022, the minority of P6 and P7 children were registered for free school meals. This is above the local and national average. In September 2022, the minority of children lived in quintile one of the Scottish Index of Multiple Deprivation (SIMD), around half lived in quintile two and the minority lived in quintile five. The school received £129,850 Pupil Equity Funding (PEF) this session.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

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

- Children experience a positive and caring ethos at Wallyford Primary School. Almost all children are polite and respectful to adults and visitors to the school. The majority of children feel that they are respected by their peers. Across all classes, there are positive interactions between staff and children and children and their peers.
- All staff consistently embody the school values in their daily interactions. They encourage children to be compassionate, collaborative, and persistent in their learning efforts. Most children regularly make responsible choices and treat their peers with respect. Teachers maintain a welcoming and reassuring atmosphere in almost all lessons. They frequently refer to the school values to help children focus during lessons. The majority of children understand these values well and can articulate the significance of teamwork and helping others.
- The headteacher and staff rightfully acknowledge the importance of periodically revisiting and updating the school's values with both children and families. This ensures that the values remain relevant to the evolving community and are fully grasped by everyone, ultimately enhancing outcomes for children.

- A few children across the school are beginning to contribute to the life of the school through their participation in the Rights Respecting Pupil Group. The headteacher recognises the importance of ensuring that all children are offered leadership opportunities to support them to develop their skills for learning, life and work.
- Most children are motivated and engage well with their learning. Staff support most children well to work independently, in pairs and in groups. Teachers encourage children to support each other in the completion of tasks. Children should now be given greater choice and opportunities to lead their learning. This will allow them to take greater responsibility for their learning and become more independent learners.
- Pupil Equity Funding (PEF) is used to raise attainment in literacy by providing extra teaching support to improve children's phonic skills, reading fluency and comprehension. Children across first level visit other classes to develop their reading skills. As this approach streams children by current attainment levels, staff should carefully consider the effectiveness of this in meeting the needs of all learners.
- Almost all teachers make sure that children are calm and focused on the set task at the start of lessons. The majority of teachers use a variety of teaching approaches well, such as linking learning to real-life contexts and capitalising on children's interests. The majority of children could work at a brisker pace. Teachers should ensure that all tasks and activities are purposeful and designed to ensure all children make good progress in their learning. All teachers need to ensure that learning is set at the right level of difficulty for all children. Senior leaders should now work collaboratively with staff to maximize learning time and ensure all children progress at an appropriate pace.
- Teachers are beginning to make use of a variety of school guidance to help them structure lessons. The 'Wallyford Way' provides a constructive blueprint for structuring high-quality lessons. In most lessons teachers successfully share the purpose of learning and use a few strategies to check children's understanding. Teachers incorporate clear explanations and instructions and use effective questioning to extend children's thinking in the majority of lessons. As planned, senior leaders should review and update this document to ensure improvement in the quality of teaching and learning.
- Senior leaders and staff are committed to play-based learning and have recently devised a framework to embed a shared approach in all four P1 classes. Staff are enthusiastically engaging with national practice guidance to support their understanding of play. Recent staff training has led to environmental changes at P1. There is now an open area where children from different class groups can learn and play together with carefully selected resources. This is increasing children's choice and giving them more options for independent play. Staff have adapted the routines of the school day to provide more play-based learning opportunities. Senior leaders have planned further professional learning, which should inform how staff interact with and observe children learning through play.
- Teachers from the same stage collaborate to plan lessons and create resources. In most classes, children apply their learning effectively by completing practical tasks after whole-class tuition. Children often have the chance to choose creative resources to reinforce their developing skills. In a few instances, children receive the same instructions before selecting their difficulty level. These students would benefit from individualised explanations and personalised tasks to maintain consistent difficulty levels across activities.
- Teachers at individual stages have developed some effective ways to plan learning for children across the curriculum. The headteacher has identified the need to develop a more consistent

approach to planning learning across the school. The majority of teachers do not yet consistently include assessment in their planning for learning and teaching. Senior leaders and teachers should use results from assessments to plan children's next steps in learning. They should use assessment information to better monitor and track children's progress. This will support planning of subsequent learning and will allow children to better understand the progress they are making.

- The school is in the early stages of working with partners from their ASG to plan moderation and professional learning activities. This should support a greater understanding of national standards within Curriculum for Excellence (CfE) levels. Teachers would benefit from further moderation opportunities within the school to develop their range of assessments. As a next step, teachers should use the generated data they hold about children's levels of attainment to improve their understanding of their collective areas for improvement. This will help them make more effective professional judgements to evidence children's progress.
- Senior leaders have revised the format of meetings they hold with teachers to discuss children's progress. Although at the early stages, this is helping senior leaders build a more comprehensive profile of children's needs across the school. The process supports staff to identify and monitor the progress of children who need additional support. Teachers use visual timetables in every classroom, and they review and update children's individual education plans regularly. This is helping to meet the needs of children who require additional support for 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

weak

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

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

Attainment in literacy and numeracy

- Children's attainment in literacy and numeracy is weak. In session 2022-2023, a majority of children at P1 and P4, and a minority of children at P7 achieved expected CfE levels in literacy and numeracy.
- Data provided by the school is based on teachers' professional judgements. Senior leaders should build the confidence of teachers in their use of a range of assessments, data, and moderation activities to ensure professional judgements are robust. Teachers would benefit from engaging more closely with National Benchmarks to ensure they have a rigorous approach to assessing children's attainment and achievement and closely monitor progress. This should ensure professional judgements are reliable and contribute to plans to raise attainment.
- Overall, levels of attainment in literacy and English, numeracy and mathematics are inconsistent. Too few children are making progress in line with expected national standards. The school does not have sufficient data to indicate accurately the progress of children with additional needs or barriers to learning.

Attainment in literacy and English

- Overall attainment in literacy and English is weak. The majority of children do not make sufficient progress from prior levels of attainment.

Listening and talking

- The majority of children who have achieved early level listen well to their teachers and follow instructions. The majority of these children are less confident at using new vocabulary and phrases in different contexts. The majority of children who have achieved first level contribute relevant ideas to discussions. The majority of children at both early and first levels need to develop skills in listening to others' contributions and in taking turns. A minority of children working at second level are confident in discussing topics. All children need to develop their skills in a variety of contexts and for different audiences.

Reading

- The majority of children who have achieved early level can use known sounds to attempt unfamiliar words. Children working at first level need to build confidence in finding information in texts to learn new things. The majority of children who have achieved first level can read aloud with fluency, expression and confidence. The majority of these children can answer literal comprehension questions, but are less confident at explaining the key features of texts. A minority of children working at second level successfully skim texts to identify purpose and

main ideas. Most children need to develop their knowledge of techniques used to influence the reader, for example word choice and emotive language.

- Across the school children would welcome regular access to the school library. This would support learners to further develop their knowledge of different authors and access a wider range of texts.

Writing

- The majority of children who have achieved early level can spell familiar words and attempt to write at least one sentence using full stops and capital letters. All children who have achieved early level need further consolidation to convey ideas and information in different ways. The majority of children who have achieved first level present writing in a clear and legible way and successfully use a range of conjunctions. Most children need to develop their skills further in planning and organising ideas. A minority of children working at second level use paragraphs and punctuation effectively. Most children are not yet skilled in writing in a range of genres.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory. Too few children make good progress from previous levels of attainment.

Number, money and measure

- The majority of children who have achieved early level accurately find missing numbers to 20. They can count backwards from 20. They need to consolidate applying addition and subtraction skills to pay the exact value for items to 10p. The majority of children who have achieved first level can write, order and sequence numbers within a thousand. They are less confident at multiplying whole numbers by 10 and 100. A minority of children working at second level successfully round numbers to the nearest 1000, 10,000 and 100,000. Children working at second level need more opportunity to consolidate their understanding of the relationship between fractions and decimals. Across all stages children need to develop their mental agility skills and apply these skills in a range of real-life word problems.

Shape, position and movement

- The majority of children who have achieved early level recognise and describe common two-dimensional shapes. They are less confident sorting three-dimensional (3D) objects according to simple criteria. The majority of children who have achieved first level use compass points to provide directions. They are not yet able to describe properties of 3D objects. A minority of children working at second level accurately use mathematical language to describe and classify a range of angles. Most children working at second level need to develop further their knowledge of complimentary and supplementary angles to calculate the size of missing angles.

Information handling

- The majority of children who have achieved early level use tally marks to organise information. They display information on simple pictorial displays linked to their classroom rewards. The majority of children who have achieved first level use bar charts and Venn diagrams to display information. A minority of children working at second level use line graphs and bar graphs to display information. Children across the school need further opportunities to use ICT to enhance their learning in data handling.

Attainment over time

- Senior leaders acknowledge that robust tracking of attainment and progress over time is at an early stage and have rightly identified this as an important area for improvement. Staff do not yet track and monitor children's progress sufficiently well to give an accurate indication of how

children are progressing across the curriculum. As planned, senior leaders need to take prompt action to develop approaches to gathering data on children's progress. They should ensure rigour in using this data to inform and evaluate interventions. In addition, they should identify trends in children's attainment over time, for example, with particular cohorts of children.

Overall quality of learners' achievements

- Staff celebrate achievements through assemblies, online platforms and social media. Children have a few opportunities to achieve in a number of different areas. For example, 'Glee Club,' 'John Muir Award' and the 'Awesome Programme.' Senior leaders are working with partners to develop a wider range of after school opportunities. Children are not yet able to identify the skills they develop as a result of their achievements. Staff should help children to identify the skills they develop. This will help children to recognise and reflect on their achievements and progress. Staff should also track children's participation in clubs and activities. This will help identify those at risk of missing out.

Equity for all learners

- Staff have a good understanding of the socio-economic background of all children. Senior leaders should now take forward their plans to identify the most disadvantaged learners and target resources more effectively.
- PEF has been invested in a variety of interventions aimed at raising attainment in literacy and in reducing the cost of the school day. For example, assisting the targeted funding of children to participate in the P7 residential trip. These approaches are not yet impacting positively on the attainment of all learners. Staff should consult more widely on how best to invest PEF. Senior leaders need to ensure that they monitor and gather robust evidence on interventions and measure the impact on outcomes for all children. They need to ensure that their approaches to improving equity result in raised attainment for all learners.

Other relevant evidence

- Most children benefit from high quality, progressive lessons in physical education (PE) from a specialist PE teacher. These lessons do not always amount to two hours per week. As planned, senior leaders should ensure that all children receive two hours of PE provision per week.

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

Wallyford Primary School Nursery Class

East Lothian Council

21 November 2023

Key contextual information

Wallyford Primary School Nursery is located in purpose-built accommodation within the school building. Each of the four spacious playrooms includes toilets and a fully fitted changing room. The four playrooms have shared access to a large indoor open area and an extensive outdoor garden. The newly appointed headteacher has overall responsibility for the nursery. A deputy headteacher and a nursery manager both have a 0.3 full time equivalent commitment to the nursery. A senior early years practitioner, 11 early years practitioners and three early years support workers make up the staff team. In the last two years, changes in the staffing have included 12 practitioners new to the nursery. Children can access their 1140 hours by attending for two full days (Monday/Tuesday or Wednesday/Thursday), and every second Friday. The nursery is open from 8.15 am to 5.45 pm. Parents can choose three different drop-off times and three different collection times each day. However, the majority of parents opt for 9am-3pm to match the primary school day. As a result, many children are not receiving their full entitlement of time.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Almost all children are happy and settled. Staff support children well who are new to the nursery to help them become familiar with their new environment. A majority of children engage well with the experiences which staff provide. Staff encourage children to make choices in their play. Practitioners have developed positive and nurturing relationships with children and are highly responsive to their wellbeing needs. The calm and supportive environment enables children to explore freely and grow in confidence.
- Children have free-flow access from playrooms to the outdoor environment. Practitioners have developed well-resourced outdoor spaces which promote children's learning and development. Children engage in activities enthusiastically and have space and time to explore open-ended natural materials. They access the tool bench, play tennis and use loose parts to develop their physical skills.
- Practitioners provide interesting learning spaces within the playrooms. However, patterns of staff deployment, where staff are allocated to particular areas, occasionally lead to missed opportunities to develop and extend children's learning. Where practice is best, staff interactions include open-ended questions, explanations and rich vocabulary which support children's learning. This good practice is not consistent across the playrooms.
- Staff mostly plan across all the curriculum areas in Curriculum for Excellence (CfE) at early level. Staff should now make more effective use of all the spacious indoor accommodation to offer children a broader range of experiences, including activities involving digital technologies. This additional breadth will avoid duplicating activities across rooms and better support children's curiosity, skills in observation, creativity and investigation.

- Practitioners use a wide range of approaches to assess children’s learning. However, they are not yet fully effective in using this valuable information to plan future learning and next steps for children. The quality of staff’s observations is inconsistent, with varying quality and approaches, and their records do not fully capture evidence of children’s learning. Senior leaders recognise that practitioners would benefit from further support and guidance.
- Practitioners meet regularly to plan children’s learning and discuss their interests. Staff are gaining in confidence in gathering information for children’s learning folders. Although the playrooms have identical play spaces and planning arrangements, there is scope to ensure that learning contexts more closely recognise and match children’s ideas and interests.
- Practitioners currently use an online tracking system to record assessments of children’s broad progress through CfE early level experiences and outcomes. There is scope to review and refine the current approaches to observation, planning, tracking and monitoring. This will be more manageable for staff, supporting them to personalise learning and teaching to meet each child’s unique learning needs.

2.1 Safeguarding and child protection

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

3.2 Securing children's progress

satisfactory

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

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

- Overall, children are making satisfactory progress in their learning and development. A significant number of children are ready for greater challenge in their learning in literacy and numeracy.
- Most children listen well to adults and to simple instructions. They enjoy talking to their friends and discussing their play activities together. Most children show interest in books and enjoy developing a story of the week using 'small world characters.' A majority of children can recognise their name in print, and a few are beginning to write it. Practitioners should offer more exemplars at the writing area to encourage children's skills further. They should make more use of simple non-fiction books across the nursery areas. This will encourage children to use books to find information and help them develop ideas in their play spaces.
- Children are developing their awareness of number and early mathematical concepts through play activities and daily routines. Most are learning to sort, count and match sets of objects. They explore concepts of 'heavier than' and 'lighter than' using balance scales. Children would benefit from access to a wider range of mathematical materials, including timers, calculators, money and solid shapes. This would support them to develop their knowledge and understanding of a wider range of mathematical concepts.
- Children are progressing well in their understanding of health and wellbeing. Regular emotional 'check ins' help children to identify their feelings. Practitioners support children to use a range of strategies to manage more challenging emotions calmly. While a majority of children play well together, a minority need additional support to form friendships, share resources and cooperate with others. Children are developing an awareness of diversity through celebrating a range of events on the nursery calendar.
- Practitioners should introduce more planned interventions at the end of the day to support children to refocus their energy and sustain their interest. Children participate in a dental health project and are aware of how to brush their teeth correctly. They enjoy helping to make vegetable soup and bread for snack time. They benefit from fresh air and exercise in the outdoor area. Children enjoy balancing on wooden beams, throwing and catching balls, and using a range of wheeled toys which is developing their gross motor skills successfully.

- Staff observe children at play and record evaluative comments. They add photographic evidence to their notes and include these in each child's learning story. Staff are not yet using assessment information to plan next steps for groups and individuals, or to track children's progress over time. Staff are aware of the need to recognise, record evidence and celebrate children's achievements more effectively. As an important part of children's development, staff should involve them more in talking about themselves as learners and help them to set their own simple learning targets.
- Staff know children and families well and share a good understanding of any challenges they may be facing. They work effectively with specialist agencies to ensure children and families are well supported.

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%
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