

# Summarised inspection findings

**St Joseph's RC Primary School Nursery Class**

Falkirk Council

11 August 2020

## Key contextual information

The nursery class is situated in a purpose-built building within St Joseph's RC Primary School campus. The setting is registered for 32 children. The current roll is 30 children aged three to those not yet in primary school. They have been early adopters of the 1140 hours and continue to make changes and adapt to introduce meals served during the day for all children.

### 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 reflect their recently revisited values well. The ethos is focused on care and respect for all. Practitioners maintain a calm atmosphere where children make choices about their play. Most children engage very well. Children are well-involved in deciding resources for specific areas and influencing what they want to learn about during sessions. Children's interests are listened to and used effectively for planning. This is having a positive impact on children's understanding and knowledge of the world, including aspects of global, current affairs.
- All children are confident in the playroom and are comfortable when speaking to adults to share their views or ask questions to help their understanding. It is obvious that they feel well-supported and that their opinions matter. Staff interact with gentleness and sensitivity throughout sessions. They recognise the importance of using questions effectively to stimulate children's interests and curiosity or to encourage them to share their thinking. Staff need to develop their confidence in deciding when to intervene and ensure that their approaches to questioning is promoting children's higher order thinking. Further work needs to be done where practitioners have offered opportunities for children to develop their curiosity and creativity independently. They need to ensure a better balance at these times, but also be clear when they need to intervene to help scaffold and extend children's thinking. Practitioners should continue to develop daily routines as they incorporate changes to meal times to ensure children are experiencing high quality learning throughout the day. Practitioners need to continue to develop the outdoor area as planned and increase the opportunities for children to consolidate their early language and number skills.
- Practitioners know all children very well and work effectively as a team to provide support and agree the best approaches to help individuals. They demonstrate effective care and support for each child. Practitioners understand the particular needs of children who require more help with their emotional and social development. Practitioners have a shared understanding about the importance of high-quality observations and have begun recently to moderate their practice in this area. Practitioners have identified that they need to continue to focus on agreeing the frequency and relevance of such observations to ensure these are timely and lead to identifiable improvements. All practitioners need to ensure that their observations are of a suitably high standard and information gathered furthers children's learning and development.

They need to continue to extend their moderation beyond the nursery to help practitioners develop greater consistency on shared standards across the early level. They should also include a focus on moderating the newly introduced learning section and the impact for children. Practitioners need to plan and ensure that children use digital technology on a regular basis.

- Practitioners take individual responsibility to plan for specific areas in the nursery. They use local authority guidance effectively to plan for children's learning. This has very much focused around developing their approaches to responsive planning, taking the lead from observing and listening closely to children. By using children's interests in this way, the children experience deeper engagement and are at times, absorbed in their play. All children have benefited from the interesting range of learning opportunities which practitioners provide to help them recognise numerals which they do with ease.
- Practitioners use the progression pathways that are available for literacy and numeracy well to help track children's progress and inform individual next steps for their learning. Practitioners need further support to review the impact of changes within the nursery, including the removal of literacy and numeracy leads, to ensure their tracking reflects accurately children's progress.
- The principal teacher supports the nursery well through appropriate support and challenge which helps practitioners develop their approaches to planning and assessment. At times, this has been challenging due to numerous changes of staffing arrangements in school. The principal teacher has a clear plan to support further refinement to the arrangements for planning and assessment to ensure practitioners develop a better shared understanding of pedagogy. Monitoring of nursery practice has been increased to include a thematic review that identified areas of further development. All practitioners need to increase the pace of progress in taking forward the action points. This should include providing additional challenge for identified children who require it.

## 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

- Almost all children are making good progress in early language and communication. Almost all listen attentively in groups and to one another. Most children have a good vocabulary and are confident to express their views and opinions. The majority of children are making satisfactory progress in emergent and early writing. Almost all children can identify their name in print and a few are confident at recognising the names of other children in the nursery. Most children have a limited interest in books. A few are beginning to understand the difference between fact and fiction books. At times, a few children choose a book when wanting to relax at the end of the day.
- Most children are making very good progress in early mathematics. Almost all are able to count confidently to 10 during their play and most show an interest and understanding of greater quantities. A few are developing a clear understanding of the use of number in other contexts, for example to talk about distance and measurement. A few children are developing an understanding of concepts of more and less and a few will recognise amounts without counting, appropriately during their play. Children use correct terminology to compare lengths and name simple two-dimensional shapes. Children do not yet have skills in gathering information or presenting it in simple pictorial or graph form.
- Most children self-regulate their emotions very well and make independent decisions throughout the session about their play. They cooperate very well with one another and are becoming confident in negotiating with friends and will solve minor disagreements as they arise. Children are secure in the nursery and confident to approach adults to share their learning or ask for help. Most children are developing their physical skills well through a limited variety of indoor and outdoor experiences. A few children would develop their skills further through more regular and sustained experiences.
- Practitioners are eager to celebrate children's achievements and do this well during the session. Almost all children have developed very well their enthusiasm and motivation for learning. Children are beginning to understand some global issues that have been explored as a suggested area of interest. This is helping them to begin to explore and understand aspects of climate change and the impact on the environment. A few parents have begun to gather information from home through the online journals and key workers use this information during together times and when talking to children. Where this is happening, it is helping deepen and enrich the learning for children. Practitioners recognise this needs to become a more regular feature for all children.

- Practitioners are very aware of a range of potential barriers including socio-economic factors that may impact on children and their families. They are sensitive and proactive in addressing issues that may inhibit participation within the nursery. They work effectively with other agencies to ensure they have timely advice and will take any necessary action. As a result of these interventions, children and their families are given appropriate help and support. Practitioners ensure regular reviews are in place to secure good progress for identified groups of children. As a result, children are developing good communication skills. Children are beginning to understand different beliefs and cultures mostly through experiences of festivals such as Chinese New Year. Children need to develop their understanding about diversity.

## 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.