Summarised Inspection Findings

St John Vianney RC Primary School and Nursery Class

The City of Edinburgh Council

SEED No: 5529824

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Section One

Summarised Inspection Findings

St John Vianney RC Primary School

1.3 LEADERSHIP OF CHANGE	weak

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

- The school has a positive ethos founded on Gospel values and the Catholic Faith. This is shared through Religious Observance and RE. The school should now revisit its values and aims involving all stakeholders in order that a shared understanding of a vision for change is achieved. This should support the growing cultural diversity of the school community and ensure the promotion of equalities. Parents are supportive of the school and highly successful in funding new resources. The school should further develop its approaches to involve parents in school improvements and ensure the Parent Council are clear about their formal role in supporting the work of the school.

- The school's approaches to evaluating its work and measuring progress in identified improvement priorities, are informed by guidance from the local authority. The standards and quality report and improvement plans are devised using standard authority formats. An annual cycle of review is established. However, a shared vision for change is not yet clear enough. The school needs to take steps to link self-evaluation activities and evidence to make robust judgements about the standards and quality of provision and outcomes for learners.

- The standards and quality reporting is insufficiently evaluative and is not supported well enough by evidence. Staff are at an early stage in becoming familiar with HGIOS4 and have made a start to using the level 5 illustrations for a few QIs. The school needs to ensure all staff have a clear understanding of how to evidence their evaluations using the challenge questions. Senior leaders should develop rigorous approaches to support self-evaluation leading to robust standards and quality reporting.

- The headteacher has made a start to sharing information about the demographics of the school community. This now needs to be understood by all staff through focusing on data and information related to the cultural context of the school.

- The school does not have clear strategies to monitor how well new developments or initiatives are implemented and their impact on outcomes. The school should review the leadership roles and responsibilities to improve the effectiveness of the senior leadership team. The senior leadership team should take a more strategic approach to managing change and ensuring positive outcomes for learners is achieved. The school needs to have a sustained focus on improving outcomes

such as raising attainment and improving wellbeing, equality and inclusion.

- Staff are willing to take leadership roles and are involved in a small number of working groups. However, staff are not confident about how they will measure the impact of their work on learners. The development of professional enquiry is at a very early stage. Staff value opportunities to work together and share practice. This should be developed further to bring about improved consistency in approaches to learning and teaching. The annual PRD for teaching staff should continue to link closely to the GTCS standards. Self-reflections by staff on their practices and how this impacts on self-improvement and collective school improvements, needs to be developed systematically.

- There is a need for all staff to be learning from good practice out with the school and beyond to other schools and authorities.

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*

- Across the school children are confident, happy and welcoming. They benefit from the positive atmosphere of the school and their relationships with others. Almost all children treat one another with respect, are well behaved, and listen carefully to their teachers.

- The majority of children are motivated and engaged in their learning. However, the majority of lessons were too teacher-led and insufficient opportunities for children to be independent and lead learning. At the early level, children are engaged in a 'soft start' programme but should have greater opportunities for play throughout the day. Overall, learning could be more challenging to allow children to further develop higher order thinking skills. The pace of learning in a few classes observed was not brisk enough. While there are a few examples of personalisation and choice in learning, this should be a more consistent feature of learning across the school. There was evidence of children supported in mixed ability groupings and through direct teacher support. Further differentiation across all learning is required to ensure all children make appropriately paced progress.

- In most lessons, teachers share learning intentions and in the majority of classes children co-construct success criteria. In the majority of writing lessons, children are aware of their targets and have opportunities to assess progress towards these targets. There is scope for children to be more involved in setting targets. Teachers are not yet discussing targets in numeracy or other curriculum areas. As a result, children do not have a clear understanding of their strengths and next steps in their learning. The school has identified the need to develop effective learning conversations to enable children to have an accurate understanding of their learning and what to do to improve.

- In the majority of lessons, children engage in their learning and have opportunities to work collaboratively in pairs and groups. In a few classes children are beginning to use 3D mind maps to plan assessments relating to their topic. This should be extended to ensure children have more of a say in the way they learn across the four contexts of the curriculum. There is scope for children to have greater responsibility for their learning, skills development and setting of their own goals.

- In most lessons, teachers structure learning well, share the purpose of learning and employ a range of activities to engage children. Most teachers use questioning well and give clear explanations. In the best examples, teachers used

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cooperative learning strategies, are creative and provide interesting and motivating tasks matched to learning needs. The consistency in the quality of learning and teaching is variable across the school. Next steps should be to develop consistency in skilled questioning, increase the pace of learning and ensure differentiation meets the needs of all learners. The senior leadership team should take forward their plans to introduce peer observations to share good practice and develop collaborative approaches to professional learning and enquiry.

- The use of digital technology in teaching was evident in most classes through the use of interactive white boards. Children also access tablet computers and good opportunities to undertake research in social studies. Staff should continue to extend their use of digital technology to support learning.

- Staff use a range of approaches to assessment including make, say, write and do in their planning. In some contexts, children are consulted on how they would like to demonstrate their learning. Assessment is for learning strategies are used well in some classes. However, assessment strategies need to ensure children's progress.

- Individual class teachers evaluate children's progress on an on-going basis. This information, together with standardised assessments, is used to inform professional dialogue with the headteacher at attainment meetings. Currently, moderation processes are limited and as a result assessment data is not yet reliable enough. The school rightly identified moderation within the school and across the cluster as an area for improvement. Use of benchmarks will help teachers to understand and apply National standards and inform teacher judgements.

- Teacher plans take account of groups and individuals. However, the planning for differentiation was not evident in most lessons observed.

- Teachers are at an early stage of identifying groups and individuals who may face additional challenges or barriers to their learning. Tracking and planning needs to ensure well timed and appropriate interventions improve outcomes for these learners.

2.2 CURRICULUM: theme 2: Learning Pathways

- There are progressive pathways in place for most areas of the curriculum. Staff are yet to develop pathways for expressive arts and technologies. Staff have recently introduced the new City of Edinburgh Council's (CEC) progressive pathway for numeracy and mathematics. It is hoped that this will address gaps in children's learning that have been highlighted by standardised assessments. These pathways take account of national benchmarks and staff report that they now feel more confident in planning children's learning in numeracy and mathematics. Staff need to continue to develop a clear rationale for the curriculum and develop shared expectations for learners.

- Staff use CEC progression pathways to plan learning in literacy and English. While this is supporting progressive learning in most aspects of literacy, there is a need to ensure that listening and talking skills are given similar prominence as writing. Children lack confidence in describing the skills they are developing. Similarly in reading, higher order skills such critical literacy and analysis of writer's craft need to be more explicitly taught. This will support improvement particularly at the second level.

- Health and wellbeing pathways take account of experiences and outcomes. It is necessary that staff ensure that across all pathways there is appropriate account taken of the design principles for example, relevance and personalisation. The health and wellbeing working group should take account of the context of the community the school serves to best meet the needs of all children. This needs to take account of progression and relevance and build on children's prior learning and experiences. The school should consider how it can make best use of the involvement and contributions of partners in designing, implementing and assessing the impact of a whole school approach to wellbeing.

- The whole school curriculum plan is prescriptive, leaving little opportunity for children to influence the contexts in which learning takes place. Staff also need to ensure that pathways promote skills progression for all learners, including those with additional support needs, and better opportunities for children to build on prior learning as they move through stages. Staff need to ensure that their curriculum reflects and celebrates the diverse cultures of the school community.

- Staff need to develop a programme for outdoor learning. There are no examples of children learning outdoors for any area of the curriculum. Staff now need to extend their use of the school grounds and local community to enrich and enhance children's learning.

- There are examples of children using digital technologies well. However, there are opportunities for children to develop their understanding of digital technology in more meaningful ways across the curriculum.

- Cooperative learning approaches are helping children develop skills for learning, life and work. Staff should build on this to ensure such experiences are progressively planned across the four contexts of learning and that children are supported to articulate the key skills they are developing.

- The school should review class timetables to ensure the national expectation of at least two and a half hours of RE weekly is achieved for all classes. Similarly, two hours quality PE is not evident for all classes.

2.7 PARTNERSHIPS: theme 3 Impact on learners – Parental Engagement

- Parents who participated through completion of questionnaires and focus groups, say they receive helpful feedback about how well their child is progressing and that the school is helping their child make progress in their learning. Almost all said that their child is treated fairly and that staff know them well. Some parents would like more information about assessment and how they can support learning at home. The school holds information events for parents and should seek ways to increase the number attending. The supportive Parent Council should become more involved in supporting school improvements and parental engagement in learning.

- The school shares information with parents through the use of newsletters, class blogs, information evenings and 'snapshot jotters'. Children accompany their parents to progress meetings to enable a three-way dialogue about learning between the class teacher, parents and child. In the main this is valued and should be evaluated to ensure its effectiveness. To further develop parents understanding of how to support their child's learning at home, sources of information could be publicised more promptly and effectively.

2.1 SAFEGUARDING

- 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 that need to be addressed as a matter of urgency.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION	**weak**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Staff are developing their understanding of their roles and responsibilities in relation to the health and wellbeing of all children. The school is aware of the need to develop a clear strategic approach to support improvements in wellbeing for all children. Further work is required to provide professional learning opportunities for staff to increase knowledge and skills in aspects of wellbeing.

- The school works with children to improve pupil voice through their involvement in school groups and sharing their learning through presentations at assemblies and on noticeboards around the school. As a result, almost all children feel they are involved in making changes in their school.

- Almost all children are confident and treat one another and adults with respect. They are able to articulate their views, listen carefully and respect the views of others. Children take responsibilities to support others in their roles as buddies, representatives on school groups and as class helpers.

- The school should ensure planned interventions, in relation to wellbeing, are evidenced. There is a need to ensure its anti-bullying policy, positive relationships and achievements result in measurable impact for the school community.

- The school needs to ensure that when deploying support staff they are not taking the role and responsibility of a teacher.

- Important weaknesses are identified in the recording and monitoring of some of the most vulnerable children. The school and authority should take steps to ensure all staff are confident about identifying, reporting and monitoring concerns related to safeguarding and know the most appropriate actions to take. There remains a need for prompt, structured and planned action on the part of the school supported by the authority. The school should monitor the progress of children who have ASN more closely and in particular those who are looked after. In so doing, ensure the PPRs reflect the progress made and include plans and records as appropriate. The headteacher should develop effective systems for responding to accidents and incidents to ensure the school's duty of care to children and monitor implementation regularly and thoroughly.

- The school has a diverse population of children and families. A wide range of cultures is a feature of the school demographics. This multi-cultural aspect should be

celebrated through an updated school policy and practices in promoting equalities and inclusion.

- Overall staff, children and parents feel that they are treated with respect. For the most part, relationships in the school are respectful and caring. There are some positive examples of promoting positive behaviour. Senior leaders should monitor and review approaches and planned strategies to prevent the escalation of the behaviour of children in order to maintain its low levels of exclusion. Ensure staff training that is planned is fully supported and implemented.

- The majority of children in pre-inspection questionnaires said they felt comfortable approaching staff with questions or suggestions. In most classes, children have some opportunities for responsibility. Children participate in pupil groups such as pupil council, health and eco groups. There is significant scope to build on this further to include more children in school improvement and in planning their learning.

- The majority of children feel that they are well supported to do their best. Children who have English as an additional language are included well in the school and are being supported to make appropriate progress. However, a few children are not fully included in classes and the school should ensure an effective balance in using extraction or time out strategies. The school should build on its procedures to identify children with barriers to their learning and ensure more robust tracking of support strategies and the impact of these. Ensure all staff participate in equalities training as planned.

- Whilst there are a few opportunities to develop children's understanding of diversity, the school should review its curriculum to ensure a planned and progressive approach to ensure that it is fully reflective of the school's context. The pupil council recently made a video about social justice within their school which they plan to share at cluster event. The school should further develop opportunities for children and the wider school community to lead learning about equality and diversity.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT   **satisfactory**

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 data for Curriculum for Excellence levels is not underpinned by valid and reliable assessment practices or moderation of standards. Staff need to develop effective moderation processes to ensure attainment data is robust.

- Overall, there is a need to use data about progress and attainment more strategically to raise attainment for all children. There is not enough being done at a whole school level to set expectations about the progress of cohorts or groups of children and ensure interventions are leading to improvements.

- Children identified as requiring additional support are making appropriate progress. There is scope to monitor progress more robustly.

Attainment in literacy and English
- According to the school's data, in the latest year the majority of children attained appropriate Curriculum for Excellence levels in reading and writing by the end of P1 and P4. By the end of P7, the proportion achieving appropriate levels in reading and writing is less than half. For listening and talking, less than half achieved appropriate levels by the end of P1 and P7, and a majority by the end of P4. There has been an increase in attainment in literacy since 2013 when only 29% achieved appropriate levels by P1 (compared to 59% in 2016) and 18% by the end of P4 (55% in 2016). Attainment in literacy by the end of P7 has declined since 2013 when it was 69% (37% in 2016). Attainment by the end of P1, P4 and P7 is below the local authority average.

- Based on the school's own data and observations and sampling of children's work during the inspection, the majority of children are making appropriate progress from prior levels of attainment in reading, writing, listening and talking. There is scope to improve the pace of progress as they move through the school particularly by P4 and by P7 where the pace of progress slows.

- Listening and talking – Most children engage respectfully with others in discussions. By P3, they can make relevant contributions, take turns and listen respectfully to others. By P4, they can plan and deliver a talk to their class. By P5, most children contribute ideas, knowledge or opinions in collaborative activities or paired discussions, communicating clearly and using appropriate vocabulary. By P7, most children can build on the contributions of others and a few can clarify points and ask and answer questions to lead a group discussion effectively. There is a need for staff to be more explicit about the skills children are developing to support them to build

their skills progressively and ensure that all children make progress in talking and listening.

- Reading - Almost all children in P1 know their initial sounds. By P4, children read independently. They can identify the main ideas in a text and find key information from books and digital texts. By P5, they are aware of some of the features of different genres and can make predictions and simple inferences. By P7, children can answer a range of different types of questions about the texts they have read, most discuss their preferences for authors and texts and are beginning to recognise techniques used to create effects. There is a need for greater focus on higher order reading skills such as critical literacy and writer's craft to improve attainment in reading.

- Writing - Children write regularly for a range of purposes and in a variety of contexts, including relevant contexts across the curriculum. By P2, most children can write in sentences using full stops and question marks. They should continue to develop strategies to spell less familiar words accurately. By P5, children write at length using vocabulary and language appropriate to the task. They can organise their writing in a logical order and write in a range of genres. By P7, there should be an increased focus on technical accuracy and choice and use of language, and more opportunities to engage with focused feedback and editing writing.

Attainment in numeracy/mathematics
- According to data submitted to the authority in June 2016, the majority of P1, P4 and P7 children achieved the appropriate level in numeracy and mathematics. Over the last few years, there has been a small increase in the number of children achieving appropriate levels in P1 and P7. Last session there was a decrease in the number of P4 children achieving appropriate level in numeracy. The school recognises that children are capable of achieving more highly. New approaches to learning and teaching need to be monitored carefully to ensure they are having the necessary impact on attainment.

- The majority of children make satisfactory progress in numeracy and mathematics. The results of standardised assessments along with inspectors' evaluative activities, identified gaps in children's learning. This is particularly evident for children working at the first and second levels. Staff recognise that children's mental mathematics skills require improvement. Staff now ensure there is an increased focus on teaching daily mental maths. Children are not fully confident about describing strategies they use.

- At the early level, children explore numbers to 10. Most children confidently count to 10 and order numbers to 10. As they move into working at the first level, children confidently count to 20 in twos. They are less confident in applying this learning as they count groups of numbers. At the end of the first level most children read, write and recite numbers to 1000. Older children confidently manipulate numbers to one million.

- Children demonstrate a strong understanding of money. Children make use of strategies to calculate different amounts to £20, with a few able to undertake this mentally. They now need to apply this learning in meaningful contexts. Older children explain well how to calculate profit and loss and are developing their understanding of budgeting.

- Children working at the first and second levels are benefitting from revisiting their learning on fractions as there are significant gaps in the oldest children's knowledge.

- Across the school children do not demonstrate confidence in their understanding of measurement. A few children commented that it had been some time since they studied this area of maths. Children at first and second levels are unable to estimate different lengths and use metres and cm confidently. They are unable to demonstrate well their learning about weight and capacity.

- Children have a good knowledge of 2D shapes and 3D objects. They are less confident about position and movement and related mathematical language.

- Children talk about different ways to display information. They discuss different ways in which they have displayed findings. Older children have not developed skills to organise and display data in different ways using digital technologies.

- Problem solving skills are at an early stage of development through the recently devised progressive pathway.

- Across the school, children create and present a range of stimulating art work demonstrating well-developed skills and creativity.

- From P1 children engage well in French as part of daily routines and conversations. Older children participate in activities in Italian demonstrating an increasing knowledge of vocabulary and simple sentence structure.

- The school recognises and celebrates individual and whole school achievements and awards. Children value the chance to share their achievements at assemblies and having their photographs displayed. A whole school strategic approach to tracking and monitoring achievements should be developed. A focus on capturing the skills and attributes children gain through their achievements can better inform planning for learning.

- The school needs to work more closely with partners to identify children who are not taking part in clubs and activities such as residential trips or outings.

- The school has achieved green flag status through Eco Schools Scotland award scheme.

- The school reports that 40 young people (15%) live in SIMD deciles 1 and 2. They recently identified young people residing in areas of social and economic disadvantage but have not yet identified any gap in attainment or begun to consider strategies or interventions to reduce any poverty related attainment gap. The school is unable to demonstrate equity of success. As a priority there is a need to ensure the school has a clear strategy to identify gaps and plan and measure the impact of interventions to ensure equity for children living in socio economic disadvantage.

SCHOOL CHOICE OF QI: 2.4 PERSONALISED SUPPORT

- **Universal support**
- **Targeted support**
- **Removal of barriers to learning**

- The school has a range of assessment information but is not yet making effective use of this to ensure all staff know learners as individuals. Most staff respond well to the individual needs of children and should now involve children more in setting and evaluating their learning targets.

- In the majority of lessons observed, there were too few opportunities for children to learn together in groups. There is scope to improve the differentiation of tasks, activities and resources across the school to ensure appropriate pace and challenge for all learners. Greater account should be taken of the tracking of individual pupil progress to ensure needs are identified and supported appropriately, including the needs of those children who are capable of greater challenge.

- The school has developed strong links with a range of partner agencies. These partners value the school's willingness to seek and act upon their advice as appropriate. The school should focus its work with partners on removing barriers to learning and continue to develop an inclusive learning environment.

- Parents of children who have individualised learning programmes are consulted about the content but too often their engagement is after the completion of the plan. We have asked the school to review its procedures to ensure that parents play an active role in planning and reviewing individualised programmes regularly.

- Commendably, the use of visual supports to aid communication has been introduced throughout the school. Staff should continue with plans to develop this further.

- The school is working towards upholding the values of inclusion. For a few children, current approaches to inclusion are not yet effective enough. The school should ensure all activities meet individual children's needs.

- PSAs are fully deployed to support individual children and know the children well. The PSAs welcome improved mechanisms to enhance the effectiveness of communications within the school. There is scope for this to be developed further through input to review meetings and in receiving updates which inform the work they undertake. The provision of training in managing challenging behaviour and de-escalation techniques should take place for all staff as planned.

- Targeted support is provided through a range of structured intervention programmes in both literacy and numeracy. Programmes for groups and individuals are jointly planned and reviewed by SfL staff and PSAs. There is scope for class teachers to be more directly involved in this review process. Most interventions are delivered through group activities which take place out with classrooms. We have asked the school to ensure that the impact of interventions, and how they are delivered, is closely monitored and evaluated to ensure they serve to improve outcomes for children.

Section Two

Summarised Inspection Findings

St John Vianney RC Primary School and Nursery Class

1.3 LEADERSHIP OF CHANGE	weak

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within in its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- *Developing a shared vision, values and aims relevant to the setting and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

- The setting has a positive ethos founded on the school's values. The class is led by the headteacher who includes the work of the setting in the overall evaluation of the school's work. The school should now revisit its vision, values and aims involving all staff and stakeholders in order that a shared understanding of a vision for change is achieved. This should support the growing diversity of the school community and ensure the promotion of equalities. Parents are supportive of the setting and helped develop the outdoor play space. The school should further develop its approaches to involve parents in improvement planning.

- The school's approaches to evaluating the work and measuring progress in identified improvement priorities are informed by guidance from the local authority. The standards and quality report and improvement plans are devised using a standard local authority format. An annual cycle of review is established. However, a shared vision for change is not yet clear enough for the practitioner team. The school should take steps to link self-evaluation activities and evidence to make robust judgments about the standards and quality of provision and outcomes for children. The team should develop skills in evidencing evaluations using the challenge questions for the identified quality indicators in How Good is our Early Learning and Childcare? (HGIOELC?). The standards and quality reporting is insufficiently evaluative of the progress made by the nursery class.

- The headteacher has made a start to sharing information about the demographics of the school community. This now needs to be understood by all practitioners through focusing on a wide range of information related to the cultural context of children and families.

- In partnership with practitioners, the headteacher needs to guide the strategic direction of the setting, focusing clearly on developing a shared understanding of pedagogy underpinned by best practice.

- Practitioners are willing to take leadership roles and welcome leadership and guidance. However, they are unclear about how they can measure the impact of new initiatives. They value opportunities to work together and share practice. This should be developed further to bring about improved consistency in approaches to child-centred learning.

- Practitioners are at an early stage in becoming familiar with HGIOELC and are aware of Building the Ambition. Going forward with self-evaluation, the setting, as part of the school, should develop a more outward perspective to support improved outcomes.

| **2.3 LEARNING, TEACHING AND ASSESSMENT** | **weak** |

This indicator focuses on ensuring high quality learning experiences 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*

- Children are happy, safe, secure and developing confidence within the early years setting. The majority of children are engaged and enjoy learning when allowed to take part in free play. They can make choices from the available resources both indoors and outdoors. Practitioners now need to review their provision of toys and resources to ensure they provide sufficient challenge, particularly when playing outdoors. Children need more opportunities to lead and develop their own learning.

- Practitioners have an appropriate understanding of children's care needs. Relationships between staff and children are warm and responsive. There are a few examples of effective use of questioning and interventions to maintain children's interests but this should be improved. There are times during play sessions when practitioners miss opportunities to develop children's learning as they tend to other duties. Practitioners need to listen to children's interests better and give them more opportunities to develop curiosity, deepen their learning and make play more purposeful.

- Children have opportunities to choose activities during the session and they are also timetabled to engage in adult directed activities. Children spend too long in groups, often disengaged or taking part in activities which do not meet their learning needs or interests. Practitioners should review the content of group times to ensure children are actively engaged in challenging learning activities. The daily routine should now be reviewed to ensure children have sufficient time to engage in free play. Indoors, children would benefit from access to a wider range of natural materials and open-ended resources to support creativity, curiosity and investigative play. Children enjoy accessing the enclosed outdoor area and practitioners should now review how children can more freely access this space. Children have access to an interactive whiteboard but more effective use should be made of a wider range of technology to support learning.

- Practitioners make on-going observations about each child's learning and record them in a personal learning plan (PLP). These include photographic evidence and samples of children's work. Children enjoy looking at their PLPs and are invited to make comments. Practitioners now need to continue to develop this approach to ensure it reflects the progress made by individual children and links more clearly to planning appropriate next steps in learning. Practitioners have useful meetings with parents twice per year to update them on the progress their child is making. Parents are at the early stages of contributing to children's PLPs and should continue to be

supported to share children's learning and achievements from home.

- Practitioners use a variety of formats to plan and record children's learning. They should start to involve children routinely in formally planning and evaluating their learning, ensuring they focus more clearly on developing children's voice. Importantly, they should also review how they plan responsively to take forward children's interests as they play. Practitioners regularly discuss the progress children make in their learning. They monitor and track children's progress through their PLPs and this useful approach should be developed further.

2.2 CURRICULUM: theme 2: Learning and Development Pathways

- Practitioners plan themes to engage children in learning and use the experiences and outcomes. However, curriculum planning now needs to build further on children's interests, particularly when planning responsively as this is still too adult-directed. Practitioners would benefit from using national guidance to help them plan an environment that will enable children to develop skills in curiosity, inquiry and creativity better. A shared understanding of early learning pedagogy will be essential to help practitioners plan the learning environment so that it offers rich learning experiences for all children.

- Practitioners plan for daily outdoor learning experiences but these too often lack challenge or relevance. They should explore further how best to use this space to support learning across the curriculum. Practitioners should, as planned, review how they use the local environment to support learning. Digital learning needs to be used across a wider range of experiences, both indoors and outside, to help children develop skills in the use of digital technology.

- Supportive pastoral arrangements to help children moving from nursery to primary 1 are in place. Practitioners should now plan to use the information in children's personal learning plans to support improved continuity and progression in learning for those children starting school.

2.7 PARTNERSHIPS: theme 3 Impact on children and families – Parental Engagement

- The majority of parents feel that they get helpful and timely feedback about their child's progress. Parents participate in the development of their child's PLP through meetings with practitioners. Achievements from home are shared and celebrated through the 'Wall of Fame' display. Practitioners are beginning to provide opportunities for parents and children to learn together. By working closely with families, they should continue to identify ways they can increase the range of opportunities for involving parents in their child's learning. There is potential to build on the successful involvement of parents in the development of the outdoor space.

- In response to parent requests, practitioners have begun to use a parent notice board to share information such as snack menus and nursery planning. There is scope to develop this further, ensuring that information about learning is shared in a manner which can be clearly understood by all parents.

2.1 SAFEGUARDING

- 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 that need to be addressed as a matter of urgency.

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION	satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Practitioners create a welcoming and caring environment for children and families. Parents we spoke to felt that they could approach practitioners if they had particular concerns. Parents can take home library books to share with children but practitioners are aware that they need to improve the way they work with parents to support their children's learning at home. Parents enjoy sharing children's PLPs during 'together' sessions. Most children arrive and settle well into nursery routines. Commendably practitioners have supported children and families who have English as an additional language through enhanced transition visits and engagement with interpreter services to make the move from home to nursery successful.

- Practitioners are patient and supportive of most children's emotional and social needs. They promote and uphold the setting's values of being fair and respectful of others. As children move about the setting they are sociable and confidently share their views and make their wishes known to practitioners. Practitioners could have higher expectations of a few children's attitudes to caring for toys and resources. Children need to be given clear guidance about how to respect equipment, particularly when playing outdoors. They could have more opportunities to develop their leadership skills and to take responsibility when preparing snacks. Practitioners need to build on children's interests further instead of following their own planned activity. They need to continue to encourage children to express their choices and opinions.

- Children engage well with recycling activities although the class is not yet represented on the school's eco committee. This now needs to be developed further to ensure that children are enabled, at a developmentally appropriate stage, to have their views and ideas represented.

- Practitioners are aware of the various legislative frameworks relating to early learning and childcare and increasingly recognise the importance of using this knowledge to guide their practice. They engage in professional training which helps them reflect on how to improve the way they support and care for children. Practitioners are building their awareness of the wellbeing indicators and how best to plan for children's emotional and mental development. At present, some of the play activities do not always promote children's independence. More could be done by practitioners to promote children's awareness of equality issues and of the diversity that exists within their local and wider community through the use of an improved range of appropriate resources.

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*

- Children are making satisfactory progress in early literacy. Practitioners interact appropriately to extend children's communication and early language skills. They make effective use in the playroom of a few visual prompts to support children who require additional help to communicate their needs. This approach is inconsistent when outdoors. Children show a keen interest in mark making and enjoy sharing their results with adults and each other. It is important for practitioners to ensure children continue to develop these skills through meaningful contexts indoors and during outdoor learning.

- Children are making satisfactory progress in early numeracy and can count with increasing confidence. They count items for snacks and join in with counting songs and rhymes. They are beginning to use appropriate mathematical language as they compare the size, length and capacity of containers when playing with sand and water. However, at times the development of these skills is limited by practitioners directing play too much. A few children use sand timers to monitor how long they can play on bicycles. Practitioners now need to continue to support children to develop early numeracy and mathematical skills through a wider range of real-life contexts, both in the playroom and outdoors.

- In health and wellbeing children are progressing well. Practitioners provide a supportive ethos in the setting and encourage children to be caring, kind and respectful to others. Children are aware of healthy food choices when having snacks.

- Children enjoy investigating melting ice and the changes in materials when making dough. A few children build dens outside, carefully selecting materials they need to use. They enjoy being creative at the craft area but there is scope for improved access to a wider range of materials. They use tablet computers to photograph each other and are developing skills using the interactive whiteboard. Children will benefit from developing improved skills at using a wider range of technology and woodwork tools to provide added challenge.

- Most children are keen to learn and enthusiastically explore the learning environment when allowed to engage in free play. Practitioners should ensure the indoor and outside spaces are numeracy and literacy rich. They should enable children to make

improved choices and decisions about their play and learning in a supportive environment.

- Overall, practitioners use praise well to encourage children and to celebrate their successes. Practitioners capture some of children's individual nursery achievements within PLPs. They should continue to explore ways to celebrate and share children's achievements and successes in the setting and at home.

SCHOOL CHOICE OF QI: 2.4 PERSONALISED SUPPORT

- **Universal support**
- **Targeted support**
- **Removal of barriers to learning**

- Transitions from nursery into school are well-supported and enhanced by partner agency involvement if required. Currently, children's progress is recorded using generic observation sheets. We have asked practitioners to develop these further to ensure that specific strategies being used to support children with additional support needs are clearly identified and their effectiveness monitored. There is scope for practitioners to make greater use of observations to assess children's gross and fine motor skills.

- Practitioners are beginning to use visual prompts to support communication. By continuing to develop the use of these prompts, both within the playground and in the outdoor area, the effectiveness of this approach in supporting communication will be enhanced.

- The emphasis on relationships and inclusion is helping new children settle and develop friendships. Practitioners support children well who require additional help to settle when starting nursery.

PARTICULAR STRENGTHS OF THE SCHOOL

- The headteacher, depute headteacher and staff have fostered a positive ethos in the school and nursery. Staff support the work of the school and are willing to take shared leadership roles.

- The confident, happy and welcoming children who take pride in their learning.

- The readiness of staff to develop their practice and improve experiences for children.

- Children's achievements in expressive arts.

AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL

- Improve the strategic leadership of continuous improvement and ensure staff, parents, partners and children are fully involved in evaluating the work of the school and nursery more effectively.

- Improve consistency in high quality learning and teaching and the effectiveness of assessment leading to raising attainment and achievements for all children.

- Improve achievements in health and wellbeing and promote equalities.

WHAT HAPPENS AT THE END OF THE INSPECTION?

We will liaise with City of Edinburgh Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within twelve months of publication of this letter. We will discuss with City of Edinburgh 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.