



Summarised inspection findings

St Angela's Primary School Nursery Class

Glasgow City Council

31 March 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using three quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

St Angela's Nursery Class is a non-denominational class within St Angela's Primary School in the Darnley area of Glasgow. It is registered to provide early learning and childcare for 30 children at any one time aged three to those not yet attending primary school. The roll at the time of the inspection was 37. Children can attend a morning or an afternoon session. There are 16 full-time places. The morning session is from 8.30 am to 12 pm. The afternoon session is from 12.30 pm to 4 pm. The majority of children do not utilise their full entitlement to early learning and childcare due to parental choice.

Staffing consists of a full-time team leader, two full-time child development officers, two part-time child development officers and two support for learning workers. The school deputy headteacher has leadership responsibility for the nursery class alongside a wider school remit.

Senior leaders and staff experienced challenges around changes in staffing in recent months. This has had an impact on the pace of improvement. The nursery building and grounds experience vandalism at times which impacts negatively on children's play spaces.

Curriculum	good
<p>This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. <u>Curriculum</u> is defined as the totality of all that is planned for children from ELC, through school and beyond.</p> <p>It emphasises that children are entitled to a curriculum underpinned by the <u>principles of curriculum design</u> and enriched through meaningful learning experiences indoors, outdoors and within the community. It recognises the need for all children to experience opportunities to develop the interests, knowledge, skills, and attributes they will need to adapt, thrive and achieve in today's world. This quality indicator also recognises the importance of the curriculum supporting progress in children's learning as they enter the setting and at key points of transition.</p> <p>The themes are:</p> <ul style="list-style-type: none">• curriculum rationale and design• continuity and progression in the curriculum• partnerships• skills for life and learning	

■ Senior leaders and staff share the vision, values and aims of the school as a strong foundation for their curriculum rationale. They embed the 'FAMILY' values of 'fun,' 'active,' 'motivated' and 'included' in the ethos and day-to-day life of the nursery. Staff regularly refresh and illustrate the curriculum rationale and the totality of everything they provide. They do this in meaningful ways to enable families to participate in their child's learning.

■ Senior leaders and staff focus rightly on the rights and needs of children and their families within their locality as they design the curriculum. They are beginning to develop a greater understanding of the uniqueness of their nursery and continue to engage in professional

learning. Staff provide a curriculum which is based on play arising from children's interests and their own planned learning. They are improving continuously the spaces for learning indoors and outdoors.

- Children use the outdoors as part of their everyday experience when they choose. Recently, staff have introduced sustainable wooden structures to help children develop physically, build confidence and resilience. They should continue to develop the outdoor spaces even further to promote inquiry, curiosity and investigation.
- Senior leaders and staff collaborate well to plan relevant engaging learning experiences for children across the curriculum. Moving forward, they need to ensure this intentional planning enables children to build more effectively on what they already know. Staff need to develop further continuity and progression across all areas of the curriculum. This will enable them to plan appropriately challenging learning for all children.
- Staff offer children and families tailored support when children start nursery. They introduced home visits as a valuable first step in welcoming children to the nursery. This is helping to foster close relationships with families and make provision for children's interests as they begin to settle. The team leader and staff benefit from close relationships with school staff to support transitions. They work well together across Curriculum for Excellence early level to discuss children's interests and progress. Staff and families take part in a well-planned transition programme to help children as they move from nursery to P1.
- Senior leaders and staff encourage all families to become involved in their child's learning. They offer stay and play sessions, cultural days and invitations to seasonal performances. All families are welcome to engage in family learning opportunities. Senior leaders and staff need to continue to work alongside families to co-create the curriculum together, sharing their skills and expertise.
- Senior leaders work closely with partners to support the curriculum. They have well-developed community partnerships which enhance children's learning. Families have access to meaningful experiences which help them learn more about early childhood.
- Senior leaders and staff are taking forward a new approach to skills for learning and life through early learning pedagogy. They plan experiences and spaces thoughtfully which enable children to develop everyday skills within homely contexts. For example, children enjoy sewing, clay work, building and design. Staff are beginning to incorporate these skills outdoors in sustainable ways. Staff make provision for children to use digital skills in aspects of their learning. There is scope to develop this further to ensure staff identify clearly what skills are children learning when they use digital devices.

This quality indicator focuses on how children benefit from access to high quality spaces and well-established routines that help them feel secure and ready to engage. It explores how children are supported to build positive relationships, regulate their emotions, and purposefully participate in a wide range of motivating learning experiences. It demonstrates the importance of staff having a high level of skill supported by strong pedagogical leadership. This includes a clear understanding of pedagogy, the concept of play, how children learn, children's rights and children's behaviour.

It places value on high quality relationships, consistent expectations, and skilled interactions that enable children to sustain engagement, follow routines, and build independence in their learning. This indicator highlights the importance of observing and interacting sensitively with children to plan and assess their learning. It recognises the value of involving children fully in planning their learning indoors, outdoors and within the local community. This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure practitioners know all children very well as learners.

The themes are:

- children's learning and engagement
- interactions to support learning
- planning and assessment
- tracking and monitoring

- Staff place a strong emphasis on building nurturing, respectful relationships with children. They listen carefully to what children have to say and are well attuned to children's non-verbal communication and interests. They use their knowledge of children and their families well to sensitively support children to become ready to engage in play. Staff manage carefully transitions across the day. There are consistent routines and expectations which help to create a calm, purposeful learning environment for all children. As a result, almost all children feel safe, settled, and confident in the setting.
- Staff are beginning to apply their understanding of new teaching approaches. They worked well together to develop the quality of indoor spaces and experiences. These are beginning to offer children greater opportunities for creativity and curiosity. Most staff scaffold the adult-initiated experiences thoughtfully in these spaces. They model the use of resources, explain concepts and ask open-ended questions. This is motivating the majority of children to sustain engagement in their play.
- Almost all staff respond well in the moment to child-led play, modelling vocabulary and using commentary to extend learning. Staff should build on these approaches to maximise opportunities for children to develop their expressive communication skills. Most children need continuing support to develop further, consolidate and apply creativity and imaginative thinking skills in their child-led play experiences.
- Staff organise key routines across the day which support most children well to develop their independence. For example, children dress appropriately for outdoor play during winter. A few

children are ready to develop further independence and responsibility within the nursery environment.

- Children learn about digital technologies in a safe and creative way. Staff need to consider how children can use an even wider range of technologies. This will support and extend children's learning further in a developmentally appropriate way.
- Staff invite children and parents to share children's current interests at key points in time. Staff use this information to make meaningful decisions about what children will learn next. They plan learning experiences intentionally indoors, outdoors and occasionally in the wider school grounds to reflect those interests. Staff need to ensure these opportunities build effectively on children's prior learning. They need to plan for children's developmental needs and make best use of the local area as a regular context for extending children's learning.
- Recently, senior leaders made changes to how staff gather information about children's progress and achievements. Staff share photographs of children's experiences very regularly with parents in an online journal and record a summary of their learning monthly. However, they recognise this summary does not always capture children's significant individual learning and achievements across the curriculum. This means the professional judgements staff make about what children have learned and achieved are not yet rigorous enough. Senior leaders need to moderate staff's professional judgements using a broader range of assessment information. This should enable staff to monitor children's progress better and to address any gaps and barriers to learning more effectively.

This quality indicator highlights the importance of positive relationships and children's wellbeing. It recognises the importance of providing high quality, inclusive, and appropriate rights-based support.

These approaches result in improved outcomes for children's learning, wellbeing and participation. It takes full account of children who may require additional support to access and benefit fully from their entitlement to high quality ELC. This includes identifying and assessing their learning and wellbeing needs in a timely manner and providing personalised and targeted support.

This quality indicator recognises that strong, collaborative partnership working between those supporting children is essential. It highlights the importance of meaningful engagement with children and families to inform decisions about how children's needs should be met.

This quality indicator emphasises the important role senior leaders play in ensuring all staff have relevant and worthwhile professional learning to meet the diverse and sometimes complex needs of children.

The themes are:

- positive relationships and wellbeing
- universal support
- Identifying and assessing learning needs and targeted support
- inclusion and equality

- Staff support all children and families effectively during the daily transition into nursery, welcoming them warmly, with positivity and encouragement. Most staff greet children using their home language and make effective use of signing to support communication. Staff recognise this approach to inclusion is very nurturing in supporting children's emotional wellbeing. Staff model language naturally and use oral repetition and commentary well. They read stories in different languages, sing songs, and celebrate children's culture meaningfully within the spaces and experiences on offer. As a result, almost all children settle into the nursery in a way that is right for them.
- Staff are proactive in supporting children to be safe, healthy, respected, nurtured, active and included. Children enjoy opportunities for riskier play outdoors on a daily basis. They like to swing, use wheeled vehicles and talk about fire safety when using the fire pit. These opportunities are supporting well the development of children's movement and coordination skills, resilience and physical wellbeing. Staff should continue to strengthen the language of the national wellbeing indicators to deepen children's understanding. This will help children talk about their emotions and wellbeing more readily and promote further their sense of responsibility and achievement.
- Overall, children play well together and most children make friendship groups. When minor conflicts arise, staff deal with these sensitively. A minority of children need further support to develop confidence to build relationships with each other.

- Senior leaders and staff monitor the attendance of all children carefully. They take prompt action when children do not attend as expected. Staff encourage and support families sensitively to attend nursery regularly.
- Senior leaders and staff work closely together to identify children who would benefit from additional support with their learning. They are sensitive when seeking the views of families and when talking about their child's learning and wellbeing needs. Staff should continue to develop processes for identifying children's learning needs through observation. They have made a positive start to using the national wellbeing indicators to do this. Staff identify appropriate strategies to meet children's learning and development needs. They share children's progress with families regularly. Staff create individualised learning and development plans for children who need them. They should review these plans ensuring children and families are more involved. Senior leaders consult with families and work closely with partner agencies where required. They should continue to refine children's individual targets to ensure these are specific and measurable.
- Senior leaders and staff demonstrate knowledge and understanding of the local community. Staff know their families very well. They are sensitive to the cultural, linguistic and socio-economic context in which children live. The 'Saltire' project run by the Parent Council invites families to take part in workshops which enable them to share their skills and support their wellbeing. Staff signpost families to relevant organisations which provide support out with the nursery. These approaches promote a culture of inclusiveness and help families support their children at home.
- Senior leaders and staff promote actively the benefits to children of learning in a culturally diverse nursery. They support children well in understanding what is unique and special about themselves and others. They encourage families warmly to share their culture. Families support staff and children to learn about celebrations that are important to them.

Safeguarding

- The setting 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 setting and the education authority.

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.

On behalf of His Majesty's Chief Inspector of Education in Scotland.