

# **Summarised Inspection Findings**

**Holy Cross Primary School**

**North Lanarkshire Council**

**SEED No: 8355428**

**2 May 2017**



## **Section One**

### **Summarised Inspection Findings**

#### **Holy Cross Primary School**

### 1.3 LEADERSHIP OF CHANGE

good

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*
- 
- Overall, leadership and approaches to improvement have important strengths across a range of school improvement priorities. The strengths have a significant positive impact on the school's supportive ethos. The headteacher is dynamic in her role in leading change and school improvement. She is particularly skilled in developing the staff team and sets high standards. Almost all staff have consistently high expectations.
  - The leadership team, including the recently appointed DHT and PTs have clearly defined roles and remits and are becoming an effective team in motivating staff in self-evaluation leading to self-improvement. Improvement is evident in the stimulating learning environment and understanding of pedagogy. Good progress is being made in raising awareness of children's rights and the school's values. The leadership team is systematic in leading changes to improve outcomes for children. Children are actively involved in making decisions about their school and take a growing range of responsibilities.
  - The school's vision is soundly based on the Gospel values. This is understood by children, staff and the wider community. The headteacher and promoted staff are passionate in their roles in leading what they want the school and children to achieve. The school should now consider how the strategic vision for the school can be more widely shared. Consideration should be given to linking the vision more closely to a refreshed rationale for the curriculum and the further development as a rights respecting school.
  - The headteacher has a very good understanding of the catchment area demographics and how this has changed in recent years. She knows children and their families very well and is approachable in her style. While striving for high ambition for all children and their success as learners, she is judging the pace of change very well. Her values based leadership, ensures all families are well supported and the professional development of staff well focused on improving outcomes for children.
  - Improvement planning is evaluated regularly and progress in identified priorities is measured systematically. Self-evaluation is based on a growing range of robust evidence. The headteacher values self-evaluation leading to self-improvement and commendably sought support and challenge from North Lanarkshire improvement team through a validated self-evaluation visit. This has led to improved pedagogy,

relationships founded on respect and a staff team committed to career long professional learning. The headteacher and staff should continue to develop rigorous self-evaluation using National benchmarks and look outwards to learn from good practice across the school and from other schools. The positive partnerships with parents and the community should be developed further to take a sustained focus on raising attainment further. While staff willingly take leadership roles, the development of professional enquiry is at an early stage. Staff should develop enquiring approaches to take forward its plans for excellence and equity and evaluate the impact of initiatives and change on outcomes for children. Consider how school improvement can be aligned to the National Improvement Framework and ways to involve children in this.

- Continue to foster close links with the community and employers to build further on the very positive start made to developing children's knowledge and skills for the world of work.

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*

- The school has a strong Catholic Faith founded on Gospel values. Positive relationships between staff and children and among children are a strong feature across the school. Children have good understanding of their rights and the school has developed awareness and understanding around children's rights across all stages. This successfully promotes a climate of mutual respect.
- In almost all classes, children are engaged and motivated to learn. They enjoy learning and, in almost all classes, work well individually and in pairs and groups. At all stages, teachers share learning intentions and success criteria with children. In a number of classes, teachers encourage children to identify success criteria themselves and in this way develop the skills necessary to take responsibility for their learning.
- Across the school, children learn very good strategies to help them develop literacy skills. These are well embedded and regularly reinforced. Staff should build on this success and develop a framework of learning strategies in numeracy and across other areas of the curriculum.
- Almost all teachers provide helpful feedback to children about their learning. They should further develop this by ensuring that children are clear about the steps they need to take to improve further.
- Overall, the quality of teaching is good. In a few classes it is very strong. In these classes, teachers use skilled questioning to promote children's engagement and curiosity. Classroom environments are bright and stimulating which encourages children's enthusiasm for learning. Overall, teachers provide a good range of interesting tasks which challenge pupils and help them to learn. Staff organise a range of motivating contexts for children to learn both in school and out of school. Teachers know their pupils well and, in most classes, meet their varied needs through the provision of differentiated tasks and individual support.
- Digital technology is used well across the school to enhance and support learning. Computers and tablets are used effectively for collaborative work and to support children who have additional support needs. Children make good use of tablets for research and to strengthen their understanding of key concepts in literacy and numeracy at all stages in the school.

- Most teachers use a range of assessment strategies daily in the classroom, including peer and self -assessment, to monitor children's progress. In addition, the school uses a variety of assessment information, including standardised tests, to provide summative assessment of how well children achieve a level. Teachers should continue to develop their understanding of the range of assessment data available to them and make more use of the data when planning next steps in children's learning.
- The headteacher and depute headteacher monitor teachers' planning and tracking through termly reviews which include discussions on children's attainment and any specific issues relating to children's wellbeing and development. These termly discussions should now focus more on teacher professional judgement of levels aligned to National guidance. Teachers are increasing their confidence in how they assess when children have achieved a level. The headteacher has identified this as an aspect for further development. Staff should continue to work with each other and with teachers across their cluster of schools to moderate the standard of children's attainment and their learning. This will continue to support teachers in developing a shared understanding of standards across all stages.
- Children are involved well in assessing their own progress through setting termly individual targets for themselves and completing regular reflective logs about their learning. The school provides a helpful online learning blog which parents access to read about the learning in their children's class. The school tracks and monitors the progress of identified groups of learners including those who have additional support needs. The school has made a good start to develop arrangements to identify and reduce the impact of individual and socio-economic circumstances and further raise attainment.

## 2.2 CURRICULUM: theme 2: Learning Pathways

- The school is developing a clear rationale for its curriculum in consultation with staff, children and parents. This is linked closely to the vision, values and aims of the school and builds upon National guidance on the Curriculum for Excellence.
- Staff refer to and make appropriate use of the experiences and outcomes in each curricular area when planning learning. Staff make good use of the school's framework for English and literacy which is supported well by North Lanarkshire Active Literacy resources. They have recently developed a progression framework for mathematics and numeracy which takes account of prior learning at each stage. Staff should continue their work on developing clear learning pathways for all curricular areas which support progression and skills development.
- The school has a well-developed health and wellbeing programme which helps children develop a good understanding about keeping healthy and safe. Staff should continue with their plans to further develop their health and wellbeing programmes taking account of GIRFEC wellbeing indicators.
- There is a strong focus on literacy and numeracy across the school. Staff are developing children's literacy skills across other curricular areas through interdisciplinary learning. While this is also evident for children's numeracy skills, it is not as well developed. There is scope to build on strong practice within the school to explore numeracy in real-life contexts across all ages and stages. Staff should continue their work to develop a more strategic approach to planning IDL across the curriculum.
- The school provides opportunities for children to experience outdoor learning. Staff are at the early stages of embedding this as a core aspect of the school curriculum.
- Children are provided with a range of opportunities to experience digital technology through tablet computers, PCs and interactive boards. This is supporting their learning in several curricular areas. There is scope to develop this further to ensure all learners are developing a full range of digital literacy skills across the curriculum.
- Staff and children demonstrate a clear understanding of how the skills for life, learning and work are relevant to the school context. This is supported through a careers week, health and wellbeing week and several STEM educational visits and activities held across the year. The school should continue with its plans to develop the Career Education Standards (3-18) within the curriculum and also its focus on a skills progression framework to support learning.
- The school achieves 2 hours of quality PE weekly for each child. The guidance of 2 and a half hours for RE per week is achieved.

## **2.7 PARTNERSHIPS: theme 3 Impact on learners – Parental Engagement**

- The school works well with partners in the local community and has effective links with the Parish of Holy Cross. These partnerships lead to enhanced learning experiences for children particularly in health and wellbeing and success in the Pope Francis Faith Awards.
- The Active Schools co-ordinator works closely with school staff and parents to provide a wide range of sporting experiences.
- Parents and a wide range of work professionals work closely with the school to develop children's skills for work and awareness of careers. This is helping children have a growing understanding of the importance of career prospects and what various jobs entail.
- Approaches to homework relate well to learning in school and encourage children to complete tasks. Commendably, the school works flexibly with families to support children in their homework.
- Children set appropriate targets termly in the areas of literacy, numeracy, health and wellbeing and a home target. These lead to improved learning. Parents are involved with their children in reviewing their progress towards achieving the targets and identifying the next targets.
- The Parent Council is active in supporting the work of the school and contributes to the development of school policies and approaches. The headteacher consults with parents well and should continue to collaborate on the development of the school's policy on equalities and share this widely with all stakeholders.



## **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.

### 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

very good

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 across the school are committed to improving wellbeing outcomes for all children. They know children well and have a good understanding of their strengths, family circumstances and support needs. Staff, together with senior leaders routinely assess and monitor the wellbeing needs of children, implementing appropriate supports when necessary. Regular conversations with children enables staff to determine their social and emotional needs. The headteacher and DHT work effectively with class teachers to consider how they can improve wellbeing outcomes for children. The school works very well with a range of partners to support children and families who require additional help.
- Children are developing a good understanding of what it means to be safe and healthy. Through a progressive health and wellbeing curriculum, children know what they need to do to be healthy and they are developing a good awareness about keeping safe. Children understand issues related to bullying and the risks associated with using social media. They are beginning to think about the importance of developing a positive mind set. Children regularly set their own personal targets for health and wellbeing. They talk about how these targets help them improve and the opportunities they have to discuss their targets with their teachers. The headteacher recognises the importance in talking to children about their learning and wellbeing. She has implemented a range of effective opportunities and forums for staff and children to take part in conversations. This leads to staff and children having a very good understanding of how to continually improve aspects of health and wellbeing. The school has good links with partners in the local community to help children understand how to be healthy and safe.
- Positive relationships across the school and a culture of respect, results in a learning climate in which children feel happy and well supported. Staff and children are learning about children's rights and this work is impacting positively on the overall wellbeing of children. Almost all children say that they are respected and treated fairly. Children are developing a good understanding of the impact of rights on their own wellbeing. The focus on children's rights together with Gospel values is helping children make connections between their everyday lives and their faith and beliefs. The school is well placed to further develop staff and children's understanding of Getting it Right for Every Child (GIRFEC) and the wellbeing indicators. They have already identified the importance of building on children's understanding of rights and Gospel values and how these impact on aspects of wellbeing such as being safe, happy, achieving and nurtured.

- The school has very good approaches to identifying and supporting children who require additional help with their learning and those who may be affected by social or economic issues. Staff, parents and partners work very well together to assess the needs of children who are facing barriers to their learning. Class teachers have a good understanding of the additional support needs of children and employ a range of strategies to help children overcome these barriers. Approaches to identifying and recording progress within additional support plans are very good and individual targets for children are well matched to what they need to do in order to make good progress. The school ensures that children are involved in contributing to their additional support plans and have opportunities to evaluate their own progress.
- Staff have created an inclusive environment in which all children have equal opportunities to learn and participate in wider activities. The school's work towards developing a rights based approach to learning is resulting in a good understanding of equality and diversity. The school recognises that greater account should be taken of the growing diversity of the school population and the area the school serves. Commendably, staff celebrate and value varied cultural backgrounds and strive to make all children feel included. To ensure the school fulfils its obligations to promoting equalities, staff should further develop and implement the school's policy on equalities. This should be shared and consideration given to including information in the school handbook.

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

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

**Attainment in Literacy and Numeracy:**

- Overall children's attainment in English language and literacy is very good. Almost all children in P1 achieve early level in reading, writing, listening and talking. Almost all children in P4 achieve first level reading, writing, and listening and talking. In P7 most children achieve second level reading, writing, listening and talking.

**Listening and Talking:**

- At all stages in the school, children are developing and applying skills in listening and talking across learning. Almost all children listen attentively, with respect when working in pairs and in groups. Most children in P1 readily share ideas in their groups and can follow simple instructions. By the upper stages most children are very articulate and can talk with ease and discuss complex ideas about their books and across their learning.

**Reading:**

- Children at P1 to P3, recognise the most common words and use their phonic skills to read new words. By P3, children have a very good understanding of reading strategies to decode words and understand a text. Children at P4 discuss their favourite book and why they enjoyed reading the book. At all stages, and particularly in P6 and P7 children make outstanding use of the metalinguistic strategies to analyse texts.

**Writing:**

- At all stages, children write for a variety of purposes. In P1 almost all children are becoming independent writers. Most can use capital letters and full stops correctly in their writing and they make good efforts to spell accurately. By P4, most children write in a clear, legible way using appropriate grammar, conjunctions and spelling. Most children in P7 write fluently using appropriate vocabulary when conveying thoughts and feelings and developing characters and settings.

**Numeracy and mathematics:**

- Overall children's attainment in mathematics and numeracy is good.
- Almost all children achieve appropriate levels of attainment by the end of P1 and P4, most achieve second level by the end of P7. A few children at each stage are working at the next level. The headteacher identified that attainment from P4 to P7 has slowed and is taking appropriate steps to address this. Staff rightly identified mathematics and numeracy as an area for development across the school. Staff should ensure appropriate pace, challenge, breadth and depth.

**Number, money, measure:**

- Across the school, most children show strength in number. Most children working at P1 count with confidence and work on number skills within 20. They are developing a good understanding of odd and even numbers. Most children at P4 are developing confidence in ordering, place value and rounding. Children in P6 and P7 are confident in applying the four operators and are developing an understanding of the order they should be applied. Most accurately find fractions of an amount and identify multiples and factors for a range of numbers.
- Almost all children in P1 recognise a range of coins and understand that coins have increasing value. By P4, children use a variety of coins to pay for items. By P7, most children carry out calculations involving money using the four operators.
- Children in P7 are confident in using perimeter and area for a variety of shapes and converting centimetres into decimals of metres and grams to kilograms.

**Shape, position and movement:**

- Children across the school, identify a range of 3D shapes at a level appropriate to their age. A few children in P6 measure and draw angles confidently. There is scope to revisit this work to ensure all children have a clear understanding of angles.

**Information handling:**

- P1 and P4 children gather information, present it in graphs and analyse information appropriate to their ability. P6 and P7 children in the school talk about their knowledge of graphs and spreadsheets. Staff should continue to develop children's information handling skills through links to other curricular areas.

**Probability and chance:**

- Some children working at first and second level have insufficient knowledge and progression in skills in this area. The school should take steps to address this gap in learning.

**Problem solving:**

- Children across the school discuss and try different strategies for solving problems and reflect on their answers. There is scope to develop children's problem solving skills by using a greater range of contexts, particularly in P7.

**Health and wellbeing**

- Children are making very good progress in health and wellbeing. Children have a good understanding of issues related to their own health and about keeping safe. They are using their work about children's rights and the Gospel values to develop positive attitudes about themselves and others. They know the importance about treating others fairly and with respect. The school should continue to help children understand all aspects of wellbeing.

**Attainment over time:**

- The school is at an early stage of tracking pupils' attainment over time and has put new systems in place to add rigour to the process. Regular tracking meetings between staff and senior managers have a focus on individual children's progress. This builds on data from standardised tests and teacher judgements from both

formative and summative assessments. As the range of data gathered over time increases the school should use this to support raising attainment.

**Achievements/Equity:**

- The school tracks children's achievements in relation to their participation in a wide range of activities and actively encourages equity in uptake. This approach to learning beyond and outwith school helps children to understand the value of learning through their interests and how this can be applied in other areas. Children are especially successful in their chess skills developed through the P1 to P7 chess club. A few pupils have achieved success in the Scottish League. Children who have barriers to their learning are included. The school should consider how the high level of participation in chess has a positive impact on raising children's attainment in other curriculum areas.
- The school has a good focus on providing equity for all learners including monitoring the progress of children with a range of barriers to their learning. The headteacher uses SIMD data to identify children experiencing disadvantage who are not progressing as well as expected and intervenes appropriately.

## **SCHOOL CHOICE OF QI: 2.6 TRANSITIONS**

- **Arrangements to support learners and their families**
- **Collaborative planning and delivery**
- **Continuity and progression in learning**

- There is a comprehensive, well-planned programme for transition across the school with a clear focus on the key transitions from Nursery to P1 and from P7 to S1. Parents are very positive about the transition arrangements at all stages across the school and feel that staff work tirelessly to meet the needs of every child and family.
- Transition arrangements for children moving to St Maurice's High School are effective and comprehensive. P6 and P7 children benefit from a range of learning opportunities at St Maurice's HS and experience a range of different departments there. Staff from St Maurice High School undertake a variety of learning and teaching opportunities by visiting Holy Cross Primary. Shared areas of learning in literacy and numeracy begin in P7 and continue into S1. Children meet with peers from other schools regularly in P7 as part of shared transition days. Former pupils from Holy Cross, now at the high school, visit the school to speak to P7 pupils about their experiences.
- Where children transfer to a different secondary school, their transition is supported by staff from Holy Cross. Individual and flexible arrangements are in place to support transitions for children with additional support needs and their families.
- Across all stages, a range of transition activities including meet the teacher events, transition meetings and written key information relating to children's learning is passed on to the next teacher. New staff joining the school are involved in transition activities prior to starting at the school in August ensuring that children meet their next teacher. Learning pathways in literacy and numeracy enable teachers to build on children's prior learning as they move from stage to stage ensuring progression in learning.
- Children at P7 complete their learning profile with a focus on their key skills achieved in each curricular area. Staff at the High School value these and say the content is helpful.
- The school should continue to build on the work already started to ensure that curriculum programmes address any gaps in learning when children move from one stage to the next.





## **Section Two**

### **Summarised Inspection Findings**

#### **Holy Cross Primary School and Nursery Class**

### 1.3 LEADERSHIP OF CHANGE

good

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 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*
- 
- Overall, leadership and approaches to improvement have important strengths across a range of improvement priorities. The headteacher is dynamic in her role in leading change and whole school improvement. She is very well supported in the early years setting by the DHT and experienced teacher.
  - Leaders know what they want the setting and children to achieve. They have made changes to the environment and to practice and the pace of changes has been well managed. Consideration should now be given to reviewing the strategic vision for the setting, along with all stakeholders and in line with setting improvements and aspirations.
  - The team is motivated in a range of self-evaluation activity leading to self-improvement. Close working relationships enable practitioners to engage in regular professional dialogue and suggest new ideas, some of which have led to positive outcomes for children. To support the self-evaluation process, practitioners have begun to make use of the national self-evaluation framework. They should now continue to develop their skills and confidence in using this to help them review their practice and identify priorities that will have the most impact on children's progress.
  - The team engage in continuous professional learning, including training using video recording and an input to using key guidance documents such as Building the Ambition. Practitioners value the opportunity to look outwards and engage with colleagues from cluster early learning and childcare (ELC) settings. As a result, they implement changes which are based on good practice and a shared understanding of how children learn. Practitioners would now benefit from looking beyond the local cluster to learn from good practice more widely.
  - Practitioners demonstrate a personal and collective commitment to the work they do with children. Their individual skills and expertise are used well to support the delivery of the curriculum. Peer observations have been introduced as way of building capacity within individual practitioners and across the team. This is at the early stages of implementation but is already providing opportunities for rich professional dialogue across the early level.

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*
- 
- Relationships across the setting are nurturing and very positive. As a team, practitioners have created an ethos and culture of respect and they value the contributions children and their families make to the setting. Most children are confident and demonstrate independence skills during their play. They engage well with the range of experiences and resources provided both in and outdoors. Children demonstrate a level of concentration appropriate to their stage of development. Positive intervention from practitioners supports children to sustain interest for extended periods of time for example, to produce detailed flower paintings and participate in 'Listening Lot' sessions. Consideration should be given to the environment provided for those who attend the afternoon session as a few children were observed to lack engagement in learning opportunities and resources on offer.
  - Practitioners respond well to many of the children's interests and listen carefully to their views. Children are consulted about what they would like to do and what resources they would like to use within the setting. Their interests and ideas are used as a starting point for planning which is recorded in floor books for each area and for each key worker group. Practitioners should continue to build on this to ensure children have a clear understanding of the skills they are developing and the learning they are undertaking as they participate in the range of activities and experiences on offer.
  - Practitioners observe children's learning and talk about their progress within curricular areas. They record some of these observations in children's learning stories where parents can also add information on achievements from out with the setting. Approaches to using this information could be developed further in order to provide a more holistic overview of the whole child and their progress over time. The identification of next steps in learning needs to be recorded and shared with the children to allow progress to be discussed and measured more robustly.
  - While practitioners use questions effectively to promote curiosity and understanding, children would benefit from practitioners using higher order questions more consistently to support and challenge them in their learning.
  - Tracking of children's learning is at an early stage of development. Leaders have an understanding of how this will be developed further and aim to ensure that it is well understood across the setting and secures positive outcomes for children.

- Children who require additional support with their learning are well supported. Practitioners work closely with support agencies to implement individualised programmes and support. They are aware of the individual circumstances of families attending the setting and make good use of this information in order to secure equity and positive outcomes for all children. Practitioners are at the early stages of incorporating children's rights into the curriculum.

## **2.2 CURRICULUM: theme 2: Learning and Development Pathways**

- Practitioners plan for children's learning taking account of National guidance. They make appropriate use of experiences and outcomes from Curriculum for Excellence and guidance from the local authority to plan for children's learning. When planning, practitioners have taken a renewed focus on the curriculum design principles to try to ensure children experience these across their learning.
- Literacy, numeracy and health and wellbeing are seen as everyone's responsibility and are promoted well throughout the setting.
- Children are provided with a range of digital technologies to support their learning. However, practitioners should continue to seek ways to increase children's engagement with these resources and further challenge their learning.
- Children access the outdoor areas every day and in all weathers for a variety of play experiences. They develop their physical and creative skills and knowledge and understanding of living things and sustainability.
- Parents and visitors contribute to children's learning by sharing information about the jobs that they do during the whole school careers week. There is scope to increase these opportunities to develop children's skills for learning and life and provide them with a greater awareness of the world of work.
- There is a comprehensive pastoral transition programme in place to support children as they move on to school. This should be developed further to include the curriculum for example, through shared learning topics and progressive planning. Prior learning and the range of experiences offered within the setting is shared well with receiving teaching staff.

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

- Practitioners work closely with parents to make decisions about the setting through their participation in the parent's committee. Parents are informed about their child's learning and progress through the on-line blog, newsletter and information evenings. They are encouraged to contribute their views and ideas through making suggestions and providing feedback.
- The setting has several home link initiatives such as library bags to promote enjoyment in reading. 'Sid and Shanarri' bags promote the wellbeing indicators through story adventures. Video footage is used appropriately by practitioners to inform parents about the importance of communicating with their child.
- Practitioners involve parents by encouraging them to come to stay and play sessions where they can see and contribute to the variety of learning experiences available to the children. Parents are also encouraged to join the children on excursions within and beyond the local community.

## **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.

### 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

good

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*

- The setting has a nurturing and respectful ethos and culture. Practitioners are warm, caring and professional in their interactions with the children and their parents. This helps children to feel settled, safe and secure in the setting. The wellbeing of children and the importance of improving outcomes underpins the work of the setting.
- Practitioners have a clear understanding of the Getting it Right for Every Child wellbeing indicators. These have been introduced to children and parents through the 'Sid and Shanarri' adventures. Through interaction with each wellbeing indicator adventure, children can talk about what it means to be safe, healthy, active, nurtured, achieving, respected, responsible and included. Meaningful and relevant opportunities are used to increase children's understanding of all wellbeing indicators. Children discuss the need for helmets to keep them safe when using the bikes and snacks which form part of a healthy diet.
- Opportunities for outdoor learning have a positive impact on children's sense of wellbeing. Daily access to the outdoor areas and school playground provide children with space to explore, be creative and develop resilience as they are supported to manage risks.
- Practitioners model positive behaviour and respect and have high expectations for children. As a result, children are extremely polite, kind and responsive to each other. They are supported well by practitioners to share, negotiate and take turns.
- Children have a voice in the nursery and are listened to. Practitioners should consider reviewing their approaches to group time to ensure all children can follow their own interest each day and ensure all children fulfil their potential.
- Children's achievements are celebrated with positive praise from practitioners and attractive displays around the setting. Parents are encouraged to contribute to children's learning stories in order to recognise and celebrate children's learning from outwith the setting.
- Practitioners are aware of relevant legislation and guidance relating to the delivery of early learning and childcare. Policies and procedures are in place to guide practitioners in their practice. Full account has been taken of statutory duties



relating to the expansion of entitlement to early learning and childcare. This should now be carefully evaluated, taking account of the views of parents, to ensure arrangements are flexible enough to best meet the needs of all families.

- Nurturing approaches support children well individually and in small groups. Practitioners are developing confidence and consistency in their practice.
- Practitioners are proactive in seeking appropriate help at an early stage from other agencies for children with additional support needs. This is handled very sensitively. There is strong partnership working with other agencies such as Speech and Language Therapy (SLT) and the Early Learning Communication and Language Team (ELCAT) to support children with additional support needs within the setting. Practitioners have attended appropriate training, such as promoting attitudes and thinking strategies, to ensure that children's needs are well met.
- The setting should now consider further collaboration with stakeholders in promoting the setting's and school's policy for equalities.

### 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*

- Most children are progressing well in early language and literacy. Most are confident communicators and readily engage in extended conversations with adults and one another. The majority of children listen well during small group story times. They identify with the 'Listening Lot' rules and maintain eye contact and wait their turn to speak. Children share books together and are able to retell familiar tales. Most know what authors and illustrators do and identify the title and characters within a story. Children within the setting recognise their name when self-registering or choosing their name label for art work. Most children demonstrate an interest in mark making with many children attempting to write their name and copy words from the environment.
- Most children are progressing well in early numeracy. They count when singing songs, reading stories and repeating rhymes. Counting also features in the setting's routines for example, counting the number of children present in the group. Most children are developing good early mathematical skills and language through the range of resources available. Most use appropriate mathematical language as they compare the size, length and height of different objects around the setting. Practitioners should continue to support children to develop and apply early numeracy and mathematical skills through a range of contexts.
- Children are making good progress in health and wellbeing. They are aware of the importance of healthy eating and personal hygiene. Most children talk about the wellbeing indicators and what they mean to them in the setting and at home. Daily opportunities for physical play are supporting children to develop a range of physical skills. Access to the school gym hall and a wider range of physical resources further supports this development. Most children have a good understanding of how to keep safe. They demonstrate this well when cycling outdoors and when using scissors. Children develop a sense of responsibility as they take part in tidying resources and preparing snack. There is scope to develop this further through children taking identified leadership roles.
- Children's progress is monitored through personal learning stories and learning plans. These need to be developed further to ensure a clear overview of individual children's progress across the curriculum. This will help practitioners to plan more

effectively for children's individual next steps and ensure that they are making the best possible progress. As planned, the senior leadership team should develop a tracking system which provides a clear picture of children's progress.

- Practitioner's in-depth knowledge of families and children's backgrounds helps them identify potential barriers to children's learning. They work in partnership with parents and families to help overcome these. Where appropriate, close working relationships are established with partner agencies to ensure efficient and effective delivery of appropriate interventions.
- Children's creative skills are developing well. They enjoy exploring musical instruments and making their own tunes. They are learning how to play a variety of percussion instruments. Children create their own artwork and are learning about colour mixing both independently and during planned group time.
- Children's achievements are celebrated well through appropriate praise and displays. A positive start has been made to gathering children's achievements from outwith the setting in their learning stories.

## **SCHOOL CHOICE OF QI: 2.6 TRANSITIONS**

- **Quality of support for children and their families**
  - **Collaborative planning and delivery**
  - **Continuity and progression in learning**
- 
- A planned and effective programme of transition activities exists for children moving into the setting and then into P1. Practitioners work flexibly with children and their families ensuring children settle well. They build positive relationships with parents in all aspects of the transition process.
  - Early years practitioners work effectively together with P1 staff. Most children transfer to Holy Cross Primary and there are a number of planned opportunities for children to visit classes and meet their teachers before starting P1. A buddy system starts with P6 children visiting the setting which supports children in the setting well before they begin P1. Children from the setting have opportunities to experience the wider life of the school through visits to different parts of the school. As part of 'Fab Friday', children from the setting and the P1 classes have the chance to play together in small groups. Enhanced transitions for children requiring additional support are handled sensitively and planned in partnership with parents and the Early Learning Communication Assessment Teacher (ELCAT) according to individual needs.
  - Parents are encouraged to engage in their children's learning. Children take home 'story', 'Techno' and 'Shanarri' bags to support learning at home. The nursery class staff and P1 staff have regular discussions about children and their learning as part of the transition activities. They plan collaboratively the continuity of learning in mathematics across the transition into P1. Leaders should build on this effective practice to include other curriculum areas.

### **PARTICULAR STRENGTHS OF THE SCHOOL**

- The effective leadership of the headteacher and support from the depute headteacher in successfully developing teamwork amongst staff resulting in a warm and welcoming environment for all.
- Polite and well-behaved children who are engaged positively in their learning through motivating and interesting experiences provided by staff.
- The effectiveness of conversations staff have with children about their learning, progress and wellbeing leading to children being actively involved in the life of the school.
- Additional support for children at points of transition and continuity in planning for learning.
- High standards of achievement in literacy and English.

### **AGREED AREAS FOR IMPROVEMENT FOR THE SCHOOL**

- Continue to develop rigorous approaches to self-evaluation and measuring the impact of improvement priorities.
- Improve consistency in high quality learning and teaching leading to raising attainment further.

### **WHAT HAPPENS AT THE END OF THE INSPECTION?**

- We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Lanarkshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.