

**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Education Scotland Inspection Clackmannan Primary School and Nursery**

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**Report by: Cathy Quinn, Improving Outcomes Manager**

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**1.0 Purpose**

1.0 To share the outcome of the inspection process at Clackmannan Primary School and Nursery .

**2.0 Recommendations**

2.1 It is recommended that the People Committee note the findings of the report and engage with the Headteacher re the school's strengths and areas for improvement .

**3.0 Background**

3.1 Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement.

3.2 A team of Inspectors from Education Scotland made a visit to the school and nursery from 22<sup>nd</sup> to 26<sup>th</sup> October 2018.

**3.3 The review found the following strengths in the school and nursery**

- The Headteacher's leadership and the value placed on shared leadership opportunities for staff. The effectiveness of the senior leadership team in developing a positive learning environment and a whole-school approach to health and wellbeing.
- Children who are energetic, participate actively in the life of the school, and have an understanding of the importance of healthy lifestyles. Interesting learning experiences including learning through play and outdoors leading to children engaging in their learning.
- Partnerships between the school and nursery class, partners and wider community leading to effective support for children and their families. The caring and supportive team who strive to do the best for children in helping them to be ready to learn.

- The welcoming atmosphere within the nursery where the importance of nurturing young children’s wellbeing is understood by all practitioners.

**3.4 The following areas for improvement were identified and discussed with the Headteacher and Improving Outcomes Manager.**

- Improve consistency in high quality learning and teaching and take account of assessment information to ensure next steps in learning build on prior learning.
- Continue to improve and widen approaches to self-evaluation leading to further raising attainment.

3.5 Education Scotland are satisfied with the progress that the school and nursery are making and will make no further visits.

3.6 Education services will continue to monitor and evaluate ongoing improvement in line with current quality assurance processes.

**4.0 Financial Implications**

4.1 None

**5.0 Sustainability Implications**

5.1 The paper has no sustainability implications.

**6.0 Resource Implications**

6.1 None

**7.0 Exempt Reports**

7.1 Is the report exempt? Yes

**8.0 Declarations**

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

- Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all
- Our families; children and young people will have the best possible start in life
- Women and girls will be confident and aspirational, and achieve their full potential
- Our communities will be resilient and empowered so

that they can thrive and flourish   
 The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable.

**9.0 Equalities Impact**

90.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes

**10.0 Legality**

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

**11.0 Appendices**

1. School Report
2. Nursery Report
3. Parent Letter

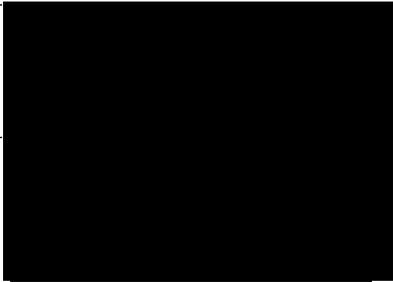
**12.0 Background Papers**

None

**Author(s)**

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**Approved by**

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Fiona McOmish	Strategic Director (People)	



# Summarised inspection findings

**Clackmannan Primary School**

Clackmannanshire Council

22 January 2019

## Key contextual information

The school continues to undergo a prolonged period of major refurbishment. The headteacher has been in post for two years and has managed the decanting of classes and liaison with officials responsible for the building works very effectively. During the inspection, new dining accommodation was being built to the south-east side of the building. This is progressing well and the nursery class will benefit from new accommodation in an extension due for completion next session.

### 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

- The headteacher has been in post for two school sessions. She is effective in her leadership and management role and is establishing positive relationships across the school, with partners and, increasingly with parents. She is having a positive impact on the learning environment, the development of effective teamwork and improved learning experiences for children.
- The headteacher and staff have consulted widely to revise the school's vision and set of values. They are becoming increasingly evaluative about the school's work and developing a common understanding of what the school aspires to achieve for learners. The headteacher has led a range of professional learning sessions with staff resulting in a significant impact on consistency in learning across the school. The headteacher and depute headteacher have prioritised leading the development of the school's health and wellbeing curriculum. The school has an appropriate focus on nurture and resilience in recognition of the school's unique context. Staff should now take steps to further promote equalities as a feature of the school's values. The headteacher should take forward the school's strategic plans to consult more widely with parents and partners in the self-evaluation of the school's initiatives and improvement priorities.
- Staff work effectively together in taking forward whole-school improvement priorities. They are motivated by changes to the school's provision through partnership working with other supporting agencies such as educational psychological services. This joint working is valued by staff and helps them provide support for the range of needs children have. Children are also motivated by new approaches to health and wellbeing, literacy and numeracy. Their involvement in participation groups is helping foster a sense of pride and achievement. The school works with other schools in the cluster to take forward improvement priorities. These priorities are created as a result of understanding its context and considering the features it has in common with a wider group of local schools. In developing the school's approaches to improving attainment, staff should continue to focus on high-quality learning, teaching and

assessment and developing the curriculum. The school has correctly identified these aspects in its strategic plans for improvement.

- Staff across the school are committed to achieving success for all children. They understand the demographics and unique context of Clackmannan well. As a result, they know the children and families well and understand learners' individual needs. They place high importance on supporting the emotional and social needs of children and have created a welcoming environment. Staff have built effective partnerships and relationships with local partners in the community. The school is regarded positively by its community and the headteacher is committed to establishing and sustaining positive links with all families.
- The headteacher encourages distributed leadership and communicates clearly to staff in identifying change in their own practice and across the work of the school. This includes children having a say through participation groups, well-planned health and wellbeing curriculum and a growing emphasis on play-led learning. The clear focus of the headteacher on improving health and wellbeing and children's self-esteem is leading to most children being ready to learn and engaging positively with school.
- Staff make effective use of challenge questions from the national self-evaluation toolkit *How good is our school?* (4th edition) when evaluating the work of the school. They work effectively as leaders of learning and are developing a shared vision of Curriculum for Excellence. Staff demonstrate a commitment to continuous improvement and are keen to learn from others to ensure they continue to refine and improve their practice. They value the opportunities they have for professional dialogue and liaison for planning for learning. This helps them to regularly support one another in improving consistently high-quality learning and teaching. Staff access a variety of professional learning opportunities including peer visits and cluster school meetings. We have encouraged staff to continue to look outwards at practice beyond their own school and cluster. We have asked that staff maximise opportunities for professional dialogue amongst themselves and with promoted staff. This will strengthen consistency across the school in implementing and evaluating initiatives related to anti-bullying, positive behaviour and the use of assessment.
- Children across all stages are contributing to school improvement through their leadership responsibilities. There is an established link with Lornshill Academy where leadership skills, gained through 'young leader training', are further developed through the active schools programme. There is scope to increase the range of ways children contribute to evaluating the school's work and involve them more systematically using recently published national guidance.
- The school benefits from Pupil Equity Funding (PEF) and identifies early intervention in literacy and numeracy as the focus for additional staffing and resources. Taking forward its partnership with Psychological Services, the headteacher and depute headteacher should define the measures to evaluate success and plan next steps.

## 2.3 Learning, teaching and assessment

good

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

- There is a positive ethos throughout the school. Relationships amongst most children are positive. Across the school, children are developing skills in taking turns to talk and appreciating the views of others. Overall, most children engage positively in their learning and have mutually respectful relationships with staff. Most listen carefully to their teachers and are well behaved. There is scope to increase the pace and challenge in lessons across the school to improve children's engagement in learning.
- In almost all classes, children lead aspects of their learning and select activities to match their capability. They take responsibility and are becoming increasingly independent in their learning. Almost all children, are developing their skills in talking about their learning and understanding their progress.
- Overall, the quality of teaching is good. It is underpinned clearly by the school's values of achievement, nurture, fairness, honesty and respect. A few teachers show particular skill in motivating learners through skilfully matching learning with their needs. They successfully use varied strategies to motivate children, ensuring learning is relevant and interesting.
- All teachers use digital technologies to enhance teaching and stimulate children's learning. They use digital technologies to record, assess and celebrate children's learning.
- The school is in the process of developing an outdoor classroom to provide children with an alternative learning space. Teachers should continue to develop play-led learning at the early level and build on this effective approach.
- All teachers give clear explanations and instructions to children, with most teachers outlining appropriate learning intentions and success criteria. Children are developing a clear understanding of their learning. A next step for the school is for teachers and children to work together to develop success criteria more consistently. There is scope to improve consistency in the use of questioning to deepen children's learning.
- Teachers use a range of assessments to help them determine children's progress and plan ongoing teaching and learning. They should now consider developing a framework for assessment including holistic assessment. This will support the team in developing a shared understanding of what children can be expected to achieve.
- The senior leadership team hold useful, termly tracking and monitoring meetings with teaching staff to discuss children's progress and planning for learning. Children's progress in literacy and numeracy is tracked against local authority progression pathways and assessed

against national benchmarks. Teachers are becoming more confident in using assessment information leading to children making appropriate progress in their learning. Teachers also track the progress of targeted children regularly in areas such as attendance, attainment, risk of exclusion, engagement and participation in wider achievement. This is leading to improved engagement and participation for individual children and their families. The school is about to implement the local authority tracking system. This will help staff to develop a clear overview of children's progress and on-going needs.

- Appropriate support and interventions are identified to address concerns regarding children's progress. There is scope for senior leaders and teachers to formalise the recording and monitoring of children's needs, the interventions and impact on learners. Teachers continue to undertake a variety of planned moderation activities at school, cluster and local authority levels. This is leading to increased reliability and confidence in their professional judgements. It is also leading to greater consistency in the quality of teaching, learning and assessment across the school.

## 2.2 Curriculum: Learning pathways

- The school has successfully developed its curriculum for health and wellbeing. Interdisciplinary learning allows for appropriate personalisation and choice for learners.
- Progression pathways, whilst they vary in style and structure, support the planning and delivery of the experiences and outcomes across all aspects of the curriculum. The quality of the programme in one-plus-two should be reviewed in line with national guidance. Children have requested more opportunities for art and drama. Staff should continue to ensure that a broad general education is in place for all learners. Developing consistency in skills progression pathways in all curricular areas will improve progression and build more systematically on children's prior learning.
- Staff make effective use of digital technologies to create attractive wall displays of children's learning and achievements. There is scope to use displays to exemplify success in children's progression across CfE levels. This will help raise expectations throughout the school. 'Latest and best' portfolios exemplify children's individual success in their learning and progress. The school should build on these to share learning with peers and parents.
- Teachers take account of children's levels of achievement when planning themes in literacy and numeracy across the curriculum. Commendably, the school gives priority to skills for learning, life and work through regular focus weeks and activities on careers involving parents and partners. Developing the young workforce experiences and outcomes should now be linked more closely to the broad development of skills across the curriculum. Teachers should further develop citizenship, equalities and creativity.
- Teachers should increase opportunities for children to experience learning outdoors. They should now ensure they implement fully the progression pathway designed by the school.
- Staff should further extend the use of digital technologies across curriculum pathways to support learners.

## 2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff work together to continually increase parental and family engagement in their child's learning. The school has gradually increased attendance at curricular evenings, 'family conference evenings', and introduced curricular evening led by children. These activities are evaluated positively and help family members understand how well children are progressing. Parents value the development of 'latest and best' portfolios. These help them to engage more effectively in talking to their child about their learning.
- The school makes effective use of social media platforms to communicate with parents. The Parent Council also promotes school activities and engages with the wider parent forum. Senior leaders seek parents' views regularly. This helps staff to develop an understanding of children's and parent's needs. Recently, the school acted on parents views to organise a number of well-focused curricular evenings. The headteacher and staff aim to support all children, parents and families and respond positively to any concerns raised.

## 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.

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

- The school has a strong, inclusive ethos where children are encouraged to develop a positive attitude to learning, respect for others and to succeed in a growing range of achievements. Children speak with confidence about the importance of respect towards adults in the school. They show a developing understanding of how they should respect one another and demonstrate this through positive behaviours and learning. The appropriate emphasis placed on respect and the meaning of the wellbeing indicators is leading to children beginning to use the language of rights education to evaluate and resolve situations and incidents of conflict.
- Wellbeing of children, staff and parents is valued and understood by the school and the range of partners linked to supporting children and their families. Collectively, they make effective use of wellbeing indicators from Getting it right for every child for whole-school focus weeks and events. This is supported through the health and wellbeing curriculum, class lessons and regular discussions with children. The focused discussions are helping develop children's skills of reflection. There is headroom for further development in children's understanding of wellbeing and their empathy for others. Children are well informed about initiatives such as developing resilience. However, children are not yet fully understanding how these help them to improve their wellbeing both in school and at home. The school should continue to focus on its development of resilience and building self-esteem ensuring this leads to all children feeling confident about their learning and positive about being in school. The continuous focus on improving wellbeing throughout the school is leading to positive outcomes for most children. The staff are making progress in improving the level of understanding children have of themselves and the skills they are learning.
- Most children, staff and parents are proud of the school and identify positively with its values and achievements. Staff support children effectively and support one another in providing a caring environment for children. The school's recently developed approaches to conflict resolution and restorative practices focus on the importance of respect. These approaches are becoming increasingly consistent and implemented by most staff across the school. The school should continue to improve consistency in positive behaviour management approaches and ensure that these are understood fully by children, staff and parents. The school should consider developing a clear understanding of children's rights to develop their responsibilities towards one another. Overall, relationships between staff and children across the school are positive. There is scope for relationships amongst a few children to improve and become more understanding of the feelings and needs of others. The recently introduced electronic tracking of bullying incidents will help improve the tracking and monitoring of incidents and recurring issues as they arise.
- Diversity is respected and approaches to developing children's and staff's understanding about barriers to learning continues to be extended. The recently revised curriculum for health and

wellbeing should now further develop the school's policy on promoting equalities. Building on the positive outcomes arising from the school's self-evaluation work, all children are included in participation groups that focus on various aspects of the school.

- The school fulfils its statutory requirements. Individual children's plans increasingly involve children, parents and staff effectively in their development, implementation and review. The teamwork of staff is leading to the needs of most children being met within the classroom setting. Staff use collaborative planning and guidance from promoted staff well. They recognise and plan strategies to support children who require high levels of intervention and additional support in their learning. The progress of children with additional support needs is monitored systematically and the success of interventions is evaluated regularly through professional dialogue. The school should continue to evidence the effectiveness of strategies to promoting positive behaviour. The commitment to professional learning for staff is developing an understanding of how social and emotional barriers impact on children's learning. The school should take forward its plans to fully implement its universal approach to understanding children's neurological development, nurture principles and attachment theory. (RfL) Staff are developing skills using the nurture framework which will assist in evaluating the early intervention work supported through Pupil Equity Funding. The school should consult with the education authority to review its accessibility plan and consider how all users can access the first and second floors of the building.

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

- The overall attainment in literacy and numeracy is satisfactory. The majority of children, including those requiring additional support with their learning, are achieving appropriate Curriculum for Excellence levels. There is headroom to raise children's attainment across the school to ensure all children are challenged and achieve their full potential.
- The school's data shows that by the end of P1 most children achieve early level in reading, writing and listening and talking and the majority achieve in numeracy. By the end of P4, most children achieve first level in listening and talking, and the majority achieve first level in reading and writing and numeracy. By the end of P7, the majority of children achieve second level in reading, writing, and listening and talking but around half in numeracy.
- The inspection team is confident that data provided by the school, is becoming more accurate in illustrating children's progress. Senior leaders and teachers should continue to engage regularly in focused dialogue relating to children's progress and raising attainment. The increased rigour and coherence of the recently introduced local authority tracking and monitoring system should support professional dialogue and progression.

### **Attainment in literacy and English**

- The school's approaches to raising attainment in literacy and English result in most children making satisfactory progress from their prior levels of attainment.

### **Listening and talking**

- Across the school, most children listen well to instructions from their teachers. Most are engaged during class activities and take turns to respond to adults and their classmates. At all stages, most children enjoy listening and contributing to discussions linked to a good variety of novels. At first and second level, most children participate in class and group discussions well. There is scope to develop children's skills in listening and talking more progressively.

### **Reading**

- The school fosters an enjoyment in reading. Children access texts of their choice from well-stocked class libraries. Children at the early level, use knowledge of sounds and letters to read and write words. They use illustrations effectively to support their understanding of texts. Almost all children at the early level, express their preferences when selecting books. As they progress through first and second levels children demonstrate increased fluency and effective expression in their reading. By the end of second level, they understand the writer's craft and talk about characters and setting with confidence. They research information with growing confidence and from a range of sources. There is scope to increase children's skills in comprehension and be confident readers in a wider range of texts.

## Writing

- Overall, most children make satisfactory progress in writing and a few make good progress. At the early level, most children are beginning to develop independence in writing. At first level, the majority of children write independently, punctuating most sentences accurately. They organise writing in a logical order and appropriate format. They use simple punctuation accurately. By end of second level, the majority of children use sentences of differing lengths and vary sentence openings. Most link sentences using a range of conjunctions and use paragraphs. There is scope to develop children's writing skills through applying these to a wide range of real contexts.

## Attainment in numeracy and mathematics

- The school's approaches to raising attainment in numeracy and mathematics result in the majority of children making satisfactory progress from their prior levels of attainment. A few children are exceeding these levels. Teachers should ensure problem solving skills are developed systematically and that the level of challenge builds on prior learning.

## Number, money and measurement

- Children at all levels, have a good understanding of number. At the early level, children count up to 30 confidently. They add and subtract accurately within 20. At first and second levels, the majority of children calculate across the four processes with growing accuracy. They are developing an increasing knowledge through handling money and identifying all coins. At first level, children read simple analogue clock times. At second level, they use and convert minutes and hours confidently. They are not yet confident in reading 24 hour clock notation.

## Shape, position and movement

- Children at all levels have a good understanding about the properties of 2D shapes and 3D objects. At second level, the majority of children describe different types of angles well.

## Information handling

- Across all levels, children interpret bar charts. At first and second levels, they identify different types of graphs and charts but are not yet skilled in using a variety of information.

## Problem solving

- Children at all levels enjoy problem solving and most use a variety of strategies to solve problems with growing confidence.

## Attainment over time

- The school provided attainment data for literacy and numeracy for the past three years. They also provided data for this current session. The school is not yet in a position to provide similar data for other curriculum areas. Senior leaders recognise that the school's attainment data for literacy and numeracy is becoming more reliable as teachers are developing confidence in making robust professional judgements about achievement of a level.

## Overall quality of learners' achievement

- Across the school, staff are beginning to track and monitor children's participation in activities across the four contexts of learning. This helps them to ensure that all children are given opportunities to achieve and develop a range of skills. Children are using their 'latest and best' portfolios well to demonstrate the skills they are developing and the impact of these.
- Children take part in school opportunities to achieve and develop leadership skills. These include an Eco-Schools Scotland group and a Sports-Scotland group. Commendably, the school has achieved Sports-Scotland Gold Award for the quality of its work. Most children

have achieved success in sports activities, representing the school in a variety of ways. Children have also excelled in local authority quizzes and engaged in various fundraising activities. They are developing confidence and raising self-esteem through contributing effectively to the local community.

### **Equity for all learners**

- Teachers continue to develop a good understanding about the needs of all children. They track and monitor children's progress appropriately, ensuring children who face barriers to their learning, are supported well to achieve success.
- The school has used the Pupil Equity Funding (PEF) in a range of ways to improve attainment and health and wellbeing. The impact of the school's initiatives is to be evaluated. However, partnership work with Strathclyde University in relation to developing reading shows promising signs of raising attainment through children's engagement in reading.

## Choice of QI: Leadership of Learning

This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to career-long professional learning including collegiate working. It focuses on leadership which improves outcomes for learners through enabling them to lead their own learning.

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- The headteacher is well-focused on school improvement and values teamwork. All teachers have a leadership responsibility and report feeling empowered in their roles. Shared leadership amongst the staff team is a strength in their approaches to teamwork and continuous improvement. The headteacher and depute headteacher promote leadership and school improvement through implementation of professional review. Employee Review and Development (ERD) processes evidence the impact of career long professional learning (CLPL) on learners.
- Staff are encouraged to use their skills, interests and expertise to lead aspects of the school's work. This is leading to consistency of practice in learning and teaching in numeracy, reading and in responding to children's emotional wellbeing.
- Staff take collective responsibility for all children, and use analysis of key assessment data to know and understand their needs. They work effectively with other professionals to provide support to children in order that their needs are recognised and support is targeted appropriately.
- There is a developing culture of improvement through CLPL, with many staff having undertaken additional leadership training during the past two years. This growing expertise is used to guide and implement change. Professional knowledge and skills together with reflection, are showing promising signs of impacting on attainment in literacy, numeracy and health and wellbeing. The school should continue to look inwards, outwards and forwards learning from colleagues in other schools, other local authorities and beyond.
- The school's work in improving reading has led to visits from other schools and contributes effectively to the authority and cluster improvement agenda. The school has well-established partnerships with Strathclyde University ensuring the focus on reading improvement is based on up-to-date research.
- Children lead regular successful curriculum evenings, including reading and numeracy, resulting in them sharing their learning with families. Children take leadership roles through participation groups. In addition, children at second level have taken the lead in the nursery by planning and developing learning opportunities for younger children. Children have opportunities to lead learning in classes by being involved in the planning of interdisciplinary learning opportunities leading to engaging them more fully in their learning.
- Whilst P7 children have a leadership role related to Developing the Young Workforce (DYW) this approach to DYW should be extended across the school exemplifying how skills developed in school have real life applications. This has the potential to improve engagement with the

learning process. In taking forward the school's ongoing development of the curriculum, staff should ensure children are fully involved and build on the positive start made to personalisation and choice.

- As identified by the school, staff should further develop formal peer moderation processes. The recently established teacher learning community should further develop feedback to learners. Staff should define the language for learning to help children understand themselves well as learners.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

# Summarised inspection findings

**Clackmannan Primary School and Nursery Class**

Clackmannanshire Council

[Click here to enter a date.](#)

## Key contextual information

Clackmannan Nursery Class provides early learning and childcare for children aged from two years. At the time of the inspection, there were 58 children aged three to five years and 13 children under three years of age. The service provides morning and afternoon places. It offers a limited number of “flexible-day” places for children who stay all day. The nursery has two main playrooms with access to an extensive and well-planned outdoor space. This session, changes to the nursery team have included the appointment of an additional graduate to the senior leadership team. A peripatetic teacher provides support for two and a half days per week.

### 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

- A clear statement of vision, values and beliefs has been established through a recent and appropriate consultation process. These encompass the school and nursery and put positive outcomes for children at the centre of their joint work. Everyone is encouraged to look outwards to the wider world. Practitioners and teachers across the early level have a shared vision for the development of high quality early learning based on play. Going forward, practitioners, teachers, and senior leaders should work together to establish key aims for the future development of the early level. This will be particularly relevant in the context of developments within the early level team and setting.
- Practitioners are committed to improvement. They are reflective and value the positive and supportive leadership of the headteacher. Regular meetings provide opportunities for practitioners to discuss what is working well and what they can do to support children better. They have begun to explore how they can manage self-evaluation for improvement more systematically. This has been effective in helping improve learning environments and experiences. Practitioners recognise that this is an area they should develop further.
- There has been significant change in the practitioner staff team over the last year. Leaders within the nursery have made a positive start in developing a strong climate of improvement based on mutual respect, trust and collegiality. They should continue to develop effective teamwork along with school colleagues and partners. This will optimise the use of skills and expertise in the improvement process.
- Practitioners are keen to develop their individual skills and to take on leadership roles. Where it works well, practitioner leadership is effective in improving experiences and outcomes for children and families. The recent enrichment of outdoors experiences through strong community involvement is a good example of this. Practitioners are open to new ideas and apply their developing knowledge of how children learn when improving their practice. Further development of leadership at all levels is a priority in the current improvement plan.

- Senior leaders should continue to support practitioners to make more effective use of HGIOELC? and national practice guidance. This will support continued improvement and assist in measuring the impact of change. In improving self-evaluation, senior leaders should involve parents, children and partners as fully as possible. This will ensure that improvement work takes full account of the aspirations and needs of children, families and the wider community.

## 2.3 Learning, teaching and assessment

good

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

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

- The ethos and culture of the nursery reflects the team's commitment to nurture and learning through play. Practitioners use thoughtful, individualised approaches to support children to engage in the range of learning experiences on offer. As a result, most children are motivated and engaged in their learning. Practitioners working with children aged two to three years are caring, supportive and kind in their interactions. They take good account of children's individual needs when planning care. Most children are happy and settled in their playroom.
- Children enjoy taking on responsible roles in the nursery, for example in helping prepare snack. There is scope for children to be supported to develop early leadership further.
- Most children know how to access materials and are confident when making choices. Practitioners support them well to develop their individual interests in the course of their play. Children aged three to five move freely between indoor and outdoor learning spaces throughout the session. Work to improve the outdoor learning space of the nursery has significantly enhanced children's experiences. Children demonstrate assurance and energy as they explore the possibilities of a range of well-designed learning spaces. The mud kitchen, learning shed, and a wide range of loose parts, enable children to revisit their play over time. As a result, children are developing their creativity, imagination and problem solving skills well.
- Overall, experiences of play provide good opportunities for children to initiate learning experiences across a range of engaging contexts. As the team continue to improve provision, they should develop further their use of questions and comment to support children's thinking. Practitioners working with younger children should extend children's scope to engage in messy and sensory play indoors and provide more natural materials.
- When planning learning, practitioners seek to take account of children's interest and prior learning. Practitioners working with children aged two to three years make appropriate use of observations of children's developing schemas to shape their experiences. As practitioners continue to improve planning, they should work together to develop a consistent approach to making and using high quality observations.
- Practitioners make effective use of wall displays to document episodes of learning with children. They should consider the use of floor books and similar resources as tools to support

useful conversations about learning. This will support children to develop language to evaluate experiences and plan how to take their learning forward.

- Practitioners know children well as learners. Effective use of social media platforms keeps parents informed about children's learning in the nursery. We have asked practitioners to review their use of electronic learning journals. This will develop further partnership between children, parents and practitioners in recognising children's achievement and considering next steps.
- The tracking of children's progress is a focus for continuing improvement in the current session. In partnership with colleagues in the primary school, practitioners have begun to make use of learning pathways with the National Benchmarks. This is helping them to make accurate evaluations of children's progress. Teachers in primary one report that this is helping them to manage progression in learning more effectively at transition. Senior leaders should continue to support practitioners as they develop skill and confidence in making effective use of tracking and monitoring. This will help secure improved outcomes for all children.

## 2.2 Curriculum: Learning and development pathways

- The curriculum framework takes good account of the importance of play in early learning. Children of all ages benefit from daily access to high quality outdoor learning experiences.
- Practitioners working with children aged three to five, use the experiences and outcomes of Curriculum for Excellence to plan a range of learning across the curriculum. They should continue to monitor the use of group time as a useful approach to learning and teaching in the nursery.
- Practitioners and senior leaders should now build on their use of national practice guidance, 'Building the Ambition', to continue to develop provision for children aged two to three years.
- Literacy, numeracy and health and wellbeing are a focus of the planning process in the nursery. Children will benefit from increased opportunities to apply and extend their skills in challenging, real life experiences and contexts.
- Practitioners make good use of the community to enhance children experiences. During the refurbishment of the school, practitioners have made good use of opportunities to develop their technology skills. This has included opportunities for builders to join children in appropriate play contexts. Practitioners should support children to make links between the skills they are developing in nursery and the world of work.
- Transitions in to the nursery are flexible and support children and families well. Transition to primary one are well planned. A focus on developing playful pedagogy in primary classes supports continuity of learning for children. The improving use of information about children's progress is helping ensure better progression in learning at transition.

## 2.7 Partnerships: Impact on children and families – parental engagement

- Parents value the service they receive. They report finding practitioners caring, approachable and very helpful. Social media platforms, notices and daily informal communication keep parents informed about children's learning and the life of the nursery. Parents are encouraged to discuss any concerns about their children and to share their achievements.
- Practitioners should continue to develop their use of learning journals to ensure parents are able to play a stronger role in planning and supporting learning. This will ensure parents are fully aware of the impact of their contribution to children's learning and development.
- Effective partnerships with a range of agencies provides support to families and helps children overcome barriers to their wellbeing and learning. Practitioners encourage parents to become involved in activities such as parent groups, community walks and work to improve the nursery. They should continue to develop a wider range of family learning programmes.

## 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 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 recognise that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing. They work together very effectively to create a warm and nurturing environment for children and families. There is a strong sense of community in the nursery. This is based on mutual respect, honesty and trust. Parents are valued and feel welcomed. They are appreciative of the advice and practical support practitioners readily provide. Social media tools are used very effectively to keep parents informed about the life and work of the nursery. This also enables parents to share news and useful information about children's care.
- Practitioners know children very well. Each child is considered as an individual with their own distinctive needs and rights. Children feel cared for and at ease in the company of trusted adults. This is making a positive difference to children's wellbeing, enabling them to participate in learning experiences as fully as possible. Practitioners are very good role models. They promote positive interactions very well. This supports children to resolve any small disagreements that might arise. As a result, children show care and consideration for each other in age appropriate ways. Children aged three to five years, have developed good friendships and support each other very well in their play.
- Most children under three years of age are happy and relaxed. Home visits prior to children starting in the setting, ensure key relationships with children and families are formed early. Practitioners make effective use of information to settle children and to meet their needs. They work very closely with parents to ensure that arrangements for transition are flexible and tailored to individual children. Children are becoming more independent in their play and at snack. They are developing their confidence through interactions with peers and older children throughout the session.
- The strong promotion of wellbeing for children and their families underpins the work of the nursery. Practitioners have a sound understanding of the wellbeing indicators. They work together very well in creating a supportive environment for children to grow and develop. As a result, children are supported to feel safe, healthy, active, nurtured, respected, responsible and included.

- Children are helped to be active participants in their own learning and to make choices. Daily access to high-quality outdoor experiences encourages children to be active and energetic in their play. This is highly effective in promoting children's self-regulation, independence and cooperation. Practitioners help children talk about keeping safe during risky, outdoor play. They should extend this approach to enable children to develop relevant language for talking about all aspects of their wellbeing.
- Additional support needs are identified promptly and effective strategies put in place to ensure children are supported to progress in their learning and development. When required, practitioners liaise effectively with other agencies and professionals to ensure they meet the needs of children. This is having a positive impact on children's learning and development.
- Practitioners know their community very well. They have a sound understanding of the individual circumstances of children and families and are alert to factors, which may present barriers to wellbeing. They use this information well to provide sensitive, highly effective, targeted interventions to support children and families.
- We have asked practitioners to continue to build on existing strong practice in valuing diversity and challenging discrimination. This will enable children to develop further their understanding of equality and inclusion through play in a range of contexts and environments.

### 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

- The strong focus on relationships and wellbeing across the nursery has a positive impact on children's learning and development. Children are supported to develop their social and emotional skills well. Practitioners make effective use of praise to encourage children to persevere in their play. Achievements at home and in the nursery are recognised and celebrated well. As a result, children are encouraged to develop positive attitudes and motivation in their learning. Children of all ages have opportunities to learn across the playrooms and outdoors.
- Most children aged two to three years are making good progress in their learning. The majority of children use their developing communication skills to make their needs known and to make choices with increasing confidence. A few children have limited speech and are learning how to make their thoughts and feelings known. Children are encouraged to explore books and express themselves through simple drawings. Experiences outdoors and in the three to five playroom are helping children develop curiosity and imagination. As a result, children are becoming aware of shape, colour and some counting words. There is scope to extend the range and quality of experiences available in the two to three playroom.
- There is an increasing focus on communication and early language across the nursery. Most children are making appropriate progress in this important area of development. Practitioners model good listening skills. As a result, children are learning to listen and take turns. A recent focus on extending and modelling vocabulary should now be developed further. The majority of children are interested in books and enjoy sharing stories and non-fiction texts in the book area. Children are encouraged to explore mark making and early writing in a range of interesting contexts. Children can find their own names when self-registering and labelling pictures. A few older children are starting to write their names independently. Other children are beginning to form letters that are important to them.
- Most children are making good progress in numeracy and mathematics. They are learning to count for a purpose. The majority of children can count to five and a few can count and

recognise numerals to ten. Most children can recognise and name simple shapes and are learning to use mathematical language appropriately during play. Children can compare size and amount and are developing their problem-solving skills while using building blocks at the construction site. They sort jewels and leaves and compare lengths of sticks as they develop mathematical vocabulary. Children should be supported to develop their skills further through a range of real-life and imaginary contexts.

- Children are making good progress in health and wellbeing. They have a developing awareness of healthy eating and demonstrate independence during snack routines and lunch times. Children greatly enjoy outdoor physical activity. They are developing confidence and skill through risky-play and play with balance bikes.
- Practitioners are aware of their responsibility to promote equity for children throughout their work with children and families. The team are actively developing a range of strategies to improve progress for all, with a clear focus on supporting children facing particular challenges. They are doing this in partnership with colleagues in the school and local authority. Senior leaders should take forward work to improve the tracking of children's progress. This will enable increasingly effective evaluation of the impact of interventions.

## Setting choice of QI: 1.2 Leadership of learning

- Professional engagement and collegiate working
- Impact of career long learning
- Children leading learning

- The nursery team share a reflective approach to their work with children and families. They recognise that they can strengthen this through more robust use of self-evaluation and tracking. An improving culture of teamwork and collegiate working is evident within the nursery and across the early level team. There is a clear, shared commitment to continuing improvement based on professional learning and partnership work. As teamwork continues to develop, it will be important to ensure a more focused approach to measuring the impact of professional learning on outcomes for children and families.
- This session, changes to the nursery team have included the appointment of an additional graduate to the senior leadership team. A peripatetic teacher provides support for two and a half days per week. Leaders in the nursery and school now need to continue with plans to develop leadership at all levels. This will ensure key improvement aims build on the full range of skills and expertise across nursery and school.
- Practitioners use thoughtful, individualised approaches to support children to engage in the range of learning experiences on offer. They make good use of children's ideas in planning. Children have time and space to explore their interests and ideas. As a result, most children are motivated and engaged in their learning.
- Most children know how to access materials and are confident when making choices. Overall, experiences of play provide good opportunities for children to initiate learning experiences across a range of engaging contexts. This is particularly evident during outdoor play. Practitioners should now develop further approaches to support children to discuss and plan their learning. In doing so, they should make use of pictures, objects, mind maps and technology to support children's participation as far as possible.

## Explanation of terms of quality

The following standard Education Scotland terms of quality 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.

22 January 2019

Dear Parent/Carer

In October 2018, a team of inspectors from Education Scotland visited Clackmannan Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The headteacher's leadership and the value placed on shared leadership opportunities for staff. The effectiveness of the senior leadership team in developing a positive learning environment and a whole-school approach to health and wellbeing.
- Children who are energetic, participate actively in the life of the school, and have an understanding of the importance of healthy lifestyles. Interesting learning experiences including learning through play and outdoors leading to children engaging in their learning.
- Partnerships between the school and nursery class, partners and wider community leading to effective support for children and their families. The caring and supportive team who strive to do the best for children in helping them to be ready to learn.
- The welcoming atmosphere within the nursery where the importance of nurturing young children's wellbeing is understood by all practitioners.

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

- Improve consistency in high quality learning and teaching and take account of assessment information to ensure next steps in learning build on prior learning.
- Continue to improve and widen approaches to self-evaluation leading to further raising attainment.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Clackmannan Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/clackmannanshire/5700922>

### What happens next?

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. Clackmannanshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan Gow  
HM Inspector

