Focused Review Summary - Primary

Establishment	Campie Primary School	Cluster - Musselburgh

HGIOS 4 **Leadership and Management**	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change

How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? How effective are the school's approaches to planning for continuous improvement? How does the school ensure a continued focus on improvements in outcomes for learners? To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?	After several changes in the school leadership team over recent years, the head teacher and the depute heads operate as a cohesive unit with clear roles and responsibilities. The school community revisited their vision and values in session 17/18 and have taken steps to embed these in the daily life of the school. Staff, parents and pupil focus groups are all able to articulate the vision and values evidencing the extent of stakeholder engagement. The school is moving towards a culture of embedding self-evaluation. There is scope to build on this through ensuring that self-evaluation processes are more rigorous and so that a wide range of data fully informs improvements and so that this leads to positive outcomes for learners. Going forward all stakeholders should be involved and supported in the self-evaluation process. The leadership team demonstrate a well-planned approach to school improvement. The SIP is produced in collaboration with all stakeholders and the CAT calendar and WTA reflect time allocated to their identified priorities. The priorities outlined in the school improvement plan are appropriate and well-paced. However, staff in both the employee engagement survey and the staff focus group perceive that the pace of change is overwhelming. Moving forward the senior leadership team and staff should work collectively to ensure the appropriate steps and supports are in place to affect change. The Senior Leadership Team need to create the conditions where staff feel confident and empowered to implement and embed change. Staff need to be supported to have a deeper understanding about how to implement improvements in their daily practice. All staff need to take increased responsibility for reflecting on their own practice in order to ensure meaningful and sustained improvements on outcomes for learners. Professional learning opportunities linked to school priorities are encouraged and several teachers are undertaking leadership roles. A focus group of staff identified that they would appreciate more time to share professional learning. Pupils are taking on a variety of leadership roles and are able to articulate the impact that this is making to both their own learning and wider school improvement.

1.5 Management of resources to promote equity	Theme 1- Management of finance for learning
What procedures do we employ to ensure transparency and **equity** in the use of financial resources?

How effective are systems for managing shared budgets to ensure a clear focus on promoting **equity**?

How effectively does the school use resources to meet the learning needs of all and ensure **equity**?

To what extent do approaches to resource acquisition and allocation improve outcomes for all learners?

How effectively does the school monitor the use and impact of available resources on learning and teaching? | Campie Primary have 6% of children in SIMD bands 1-3, the FSM entitlement is 5%.

The school was allocated £55,200 Pupil Equity Fund (PEF) in 2018/19.

The head teacher and school staff demonstrate a strong commitment to equity and have used their funds for a variety of interventions.

The school have used their PEF to provide a nurture base and have more recently set up breakfast club. Funds have been used to redeploy or extend the hours of existing staff to support these ventures. Staff working closely with children report that attendance and punctuality have improved as a result of the breakfast club – and staff in a focus group advised that the nurture provision and literacy intervention are having a positive impact on young people in classes. However, a formal evaluation of the nurture provision and the breakfast club have yet to take place. In the meantime the school must ensure that they have robust measures in place to demonstrate that these interventions are leading to improved outcomes.

The school have used their data to identify barriers to learning and have chosen to focus upon literacy. Although attainment meetings determine which pupils require targeted literacy input there is still a need for a robust overall tracking system that measures progress in learning for all.

The school has correctly identified that they should plan to embed their interventions for closing the attainment gap throughout all classes in order to plan for and develop a sustainable model of support going forward. |
| **HGIOS 4**
Learning Provision | |
| **2.2 Curriculum** | Theme 1 - Rationale and design |
| To what extent does the school's curriculum promote **equity** and raise attainment for all children and young people?

To what extent does the school take account of all the factors that make it unique? | The school has been developing its curriculum rationale taking into account local and national policy. It has revisited the 'Building the Curriculum' documentation with a focus on the four contexts of learning. Staff are encouraged to take greater account of the uniqueness of the school setting when planning learning. The Senior Leadership Team has identified examples of how this is beginning to lead to more opportunities for learning within the local environment.

Staff engage with the East Lothian curriculum frameworks and this informs their planning. They have audited their approaches to inter-disciplinary learning (IDL) looking at what to retain (treasure), what to improve (transform) and what to stop (trash). This provides guidance to staff when planning IDL. The school now plans to develop the cross-cutting themes such as enterprise and creativity to ensure progression.

Curriculum improvements have had a focus on developing programmes for literacy and numeracy to ensure progression in skills across the school and to develop consistent pedagogical approaches. As these progress, the school should continue to monitor the effectiveness of the approaches to ensure they are leading to improvements in outcomes for learners. There is |

	a slight imbalance between literacy and numeracy in class timetables and the school should consider addressing this going forward.

The development of skills for learning, life and work will be a focus next session through science, technology and problem-solving. Approaches to play in nursery and primary 1 will be developed collegiately working with other schools within the cluster.

Overall, the school has undertaken significant curriculum developments in the past few years to address gaps in the provision. The Senior Leadership Team has correctly identified that going forward, there needs to be space and time to embed approaches to ensure consistency and to ensure curriculum developments fully inform practice across the school. |
| **2.3 Learning, teaching and assessment** | Theme 1 – Learning and engagement
Theme 2 – Quality of teaching
Theme 3 – Effective use of assessment |
| How well are we enabling learners to become independent learners and develop the four capacities?

How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?

How well do we communicate the purpose of learning and give effective explanations for all learners?

How well do our questioning strategies enhance learners' experience and enable higher order thinking? | The review team sampled a wide range of lessons across almost all curriculum areas. In total 29 episodes of learning were observed from Nursery to Primary 7, including the Hive.

The school's values of Nurturing, Respectful, Resilient, Creative, Sustainable and Challenging are increasingly underpinning the work of the school and a focus group of children were able to articulate what the values mean to them. Overall, relationships across the school are positive and reflect these values.

In most lessons, children engage with tasks and activities set and they are keen and motivated to learn. Behaviour across the school is good, however in a few lessons where the pace of learning and the level of challenge are not well-matched to the needs of learners, there is evidence of disengagement and low level inappropriate behaviour.

In most lessons, learning intentions are evident and in the most effective lessons, these clearly articulate the purpose of the learning. There was a successful example of children co-creating success criteria, however, across the school there are few examples of success criteria providing clear expectations for children to be able to assess and demonstrate their learning. In a few lessons, feedback supports children's learning. However, formative assessment is not yet a regular feature of lessons. There is scope to develop this further to ensure the children have more opportunities to reflect on and develop their understanding of their progress and achievement.

Questions are used to check for understanding or to make links to prior learning. In a few lessons, higher order thinking questions are used to encourage children to think more deeply. This is particularly evident in group reading activities.

Overall, the quality of learning and teaching across the school is variable and there is scope for more opportunities for children to lead their learning to ensure they are full participants and have greater accountability for their learning. Most lessons are weighted towards teacher explanation with independent tasks being set.There is scope for greater creativity, innovation and risk-taking within lessons to further motivate and stimulate learning. More opportunities for inquiry based learning where children are encouraged to be curious and think deeply would ensure there was greater challenge for all learners. |

The school has adopted the Guiding Principles of Maths Recovery as principles for high quality learning and teaching across all areas of the curriculum. These aim to create an environment where learning is inquiry based and children are working at the cutting edge of their learning through carefully crafted lessons. Alongside ongoing professional learning, these principles when put into practice should improve learning and teaching and ensure greater consistency across the school.

The school has recently developed an assessment framework to provide guidance with regard to the quality and range of assessment evidence in order to accurately assess children's progress and achievement. The school recognises that this is still at the early stages of implementation and does not yet fully inform practice across the school.

| **HGIOS 4** |
| **Successes and Achievements** |

3.1 Ensuring wellbeing, equality and inclusion	Theme 3- Fulfilment of statutory duties Theme 4- Inclusion and equality
How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? Can we be sure that all staff guidance? How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty? How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?	The school has 21% of children with Additional Support Needs. There are 41 pupils with English as an Additional Language. There are 22 children with Child's Plans; 5 children with Exceptional Needs Funding, a few looked after children and 11 children with an IEP or CSP. A Local Authority Enhanced Base operates within the school which currently supports 4 children (capacity 6 pupils) and is staffed by 1 fte teacher and 3 support staff. A member of the SLT supports in the Base one morning a week. Within the senior leadership team there is a strong commitment to and a widespread understanding of the principles of GIRFEC, inclusion and equity. The SLT and SfL convey a clear message and expectation that it is the responsibility of all staff to understand and fulfil their role and responsibility in supporting learner's needs. Staff engage in professional learning regarding local and national legislation affecting the rights, wellbeing and inclusion of children. The impact of professional learning is shared and monitored through improved outcome sheets. On the whole there is a warm, nurturing ethos within the school. The majority of pupils appear to be happy, motivated and engaged. Pupils with ASN are included and accepted by their peers. Most pupils report that they feel safe and nurtured in school. Pupils demonstrate that they have an understanding of the wellbeing indicators, in particular Nurture. In terms of meeting the needs of individuals, the school is using the East Lothian Child Planning Framework and there is clear evidence of Child Planning Assessments and Action Plans. To ensure continuity for families, when a child moves onto the Child's Planning process, one member of the SLT is identified as lead within the school to provide a consistent point of contact for both professionals and families. Currently responsibility for pupil support is shared across the management team, broken down by stage, Nursery-P1, P2-P4, P5-P7. Two members of the SLT have responsibilities for transition, one at Nursery to P1 Stage and one at P7-Secondary Stage. This provides a consistent

and clear point of contact at this key point in the education process.

An ASN Tracking system is in place and the storage of information is clear and systematic. Each pupil on the Child Planning Framework has an individual file. This file provides clearly structured and easily accessible information regarding assessment, planning and interventions relevant to the child. There is evidence of a systematic approach to sharing this information with SLT and class teachers, however a mechanism for sharing appropriate information with Support Staff and gathering their views would be beneficial. Currently there is no consistent process for sharing plans and relevant information with Support Staff. Moving forward, consideration should be given as to how planned interventions are reviewed and evaluated, engaging all staff involved in meeting the individual needs of pupils.

A clear pathway of line management for Support Staff and a regular programme of Support Staff meetings would contribute to improved communication and has the potential to raise staff morale. Support Staff would welcome increased opportunities to access relevant training on an ongoing basis.

There is a clear Cause for Concern Pathway which supports staff to make referrals if they have any concerns regarding a pupil's wellbeing or learning. Cause for Concern forms are directed to SLT then passed mainly to the Support for Learning Teacher or in some cases to the Support and Intervention Team depending on the nature of the barriers to learning. The systems in school with regard to staff responsibility and pathways for accessing support are very clear.

The Support for Learning teacher provides support to staff and pupils in line with the 5 roles of a Support for Learning teacher. Currently most children are extracted from class to access interventions.

A clear process is in place to monitor and review interventions for each individual who is accessing additional support for learning. The SfL teacher maintains an overview which helps to inform what impact specific interventions and supports have had and identify next steps.

Consultation is provided initially with signposting, advice and guidance to build staff capacity in order to encourage class teachers and support staff to meet pupil needs at a universal level. Following observation and consultation, the Support for Learning Teacher may offer small group and individual support for example in literacy, numeracy, Speech and Language, Social communication and Planning and Organisation. These groups are mainly run within the SfL Base.

Plans are in place to introduce the CIRCLE resource across the school next session. To support staff currently the SFL teacher provides a Support for Learning Pack to all staff at the beginning of term which signposts resources and offers strategies to develop universal supports.
SLT and Support for Learning work closely with partner agencies. The Visual Support Project will be taken forward next session. This will provide a more consistent approach across the school as currently the use of visuals is limited across the school.

Moving forward, consideration should be given to the balance of support provided across the roles and whether support can be provided more often within a classroom setting. Although liaison with class teachers takes places currently, it would be beneficial to establish a structured programme of liaison opportunities for SfL and class teachers to share information and

	evaluate the impact of interventions more formally.

The school has established a Support and Intervention Team using Pupil Equity funding. Currently the team comprises 1.5 fte teachers and one ASNA. A group of key staff has been trained in Nurture and a whole school training is planned for June 2019. The development of Nurture Groups has progressed more slowly than anticipated and groups are now beginning to be established.

Literacy Support Groups have been established. For both P1-P3 and P5-P7, literacy groups take place on a daily basis.

Children are appropriately assessed and selected for access to the Nurture Groups and Literacy Interventions. As yet no hard evidence has been gathered to demonstrate success and impact.

Almost all staff have received training in Restorative Approaches however this approach is not yet consistently applied or embedded. There is evidence that a few staff continue to adopt a more punitive approach to managing conflict.
Shared understanding by all staff and a more consistent approach to the use of Restorative Practice is required in order for this to be effective in line with the school values.

Positive relationships are evident in the majority of classrooms. Most pupils with additional support needs are well included in the school and relationships between pupils are mostly positive.

The Authority Enhanced Support Base currently supports 4 pupils. All pupils attending the Base have IEPS in place and are included in the Child Planning process. Representatives from the SLT attend CPMs.
2 of the pupils currently attending the Base are also able to access the appropriate mainstream class for specific curricular areas..

Within the Hive, interventions and learning experiences are clearly planned to take account of the individual pupils' needs. The atmosphere and ethos within is the Base is very nurturing and responsive. There is evidence of close working relationships with partner agencies.

As the Base is currently not at full capacity, consideration should be given to how best to make the most effective use of support staff to promote independence. |
| **3.2 Raising Attainment and Achievement** | Theme 1 – Attainment in literacy and numeracy
Theme 2- Attainment over time
Theme 3- Overall quality of learners' achievement
Theme 4- Equity for all learners |
| How well are the school's approaches to raising attainment improving outcomes for children and young people?

How well is the school's focus on literacy and numeracy leading to raising attainment | The school uses a variety of resources to develop literacy skills across the school. These include Edinburgh Literacy, Oxford Reading Tree, group novels and Accelerated Reader. Numeracy and Mathematics is delivered through the East Lothian Curriculum Framework, various textbooks and Heinemann Active Maths.

Attainment Overview:
Over time, from session 15/16, attainment data shows an improving trend in |

across the curriculum?

How well is evidence from tracking meetings, professional dialogue and assessment used to measure progress over time?

How well is assessment used to inform teacher judgements?

How well are personal achievements tracked, valued and recognised?

How well does the school work in partnership including with local businesses?
How beneficial is the school's outdoor learning?

How well is the school removing barriers to learning and ensuring **equity** for all?

Do the school's systems lead to **equity** of success for all?
How effective are the school's systems to promote equity of success and achievement for all children and young people?

How well has the school raised the attainment of the most disadvantaged children and young people?

How well is the school removing barriers to learning and ensuring equity for all?

the main, for P1, P4 and P7. Last session most children in Primary 1 achieved Early Level in Literacy and Numeracy and Mathematics. In Primary 4 most children achieved First Level in Literacy and Numeracy and Mathematics. At Primary 7 most children achieved Second Level in Literacy whilst the majority of children achieved Second Level in Numeracy and Mathematics. The school have identified that there still needs to be a focus on robust moderation to increase staff confidence to confirm achievement of a level.

Numeracy at P4:
The P4 Numeracy Focus Group showed that most of the children are able to use a variety of appropriate mental strategies for addition and subtraction and are able to explain why they had chosen that particular strategy. They were able to show their workings in a variety of ways and the majority were able to use correct mathematical vocabulary. Most children were able to count on and off the decuple using a Forward Number Word Sequence or a backwards Number Word Sequence. Work sampled reflected this, although there was not always clear evidence of differentiation. Some children require support in attacking Problem Solving tasks, however when given support they could complete the task. Some children verbalised that they would like more challenge in their Numeracy and that they sometimes find tasks too easy. Focus should now be on ensuring appropriate differentiation for pupils and ensuring challenge along with the opportunity to apply skills and knowledge in different contexts.

There is scope to improve attainment in numeracy through continued engagement in the East Lothian framework to provide appropriate pace and challenge for all learners.

Literacy at P7:
Through the P7 Literacy Focus Group it is evident that the pupils are able to skilfully up level a text showing advanced punctuation and use of language. Almost all pupils are able to justify their use of punctuation and vocabulary. The children read fluently and almost all of the children are reading texts appropriate to their stage of development. Through Listening and Talking tasks the majority of children show that they can take turns, build on others' contributions and justify opinions. They talk articulately about their learning within Literacy and can discuss the current foci for learning along with their next steps. Links are made between Reading and Writing; for example, there is evidence that there has been a focus on reading biographies and that leading into writing a biography. Staff should continue to plan meaningful learning experiences such as this to allow pupils to apply their knowledge. From the work sampled, it is evident that most children experience writing in a variety of genres. There is little evidence of personalisation and choice or 'free' writing.

The Senior Leadership Team along with the Support for Learning Teacher, meet twice a year with Class Teachers through Attainment meetings to discuss progress and support, challenge and interventions for pupils. Through work on the assessment frameworks, the school is developing its approaches to gathering assessment data to inform teacher judgements of Curriculum for Excellence Levels. Data such as AR scores, Single Word Spelling Test, Writing tracking and SNSA data are used along with professional judgement. Going forward this should inform a greater pace and challenge of learning activities for every child. There is scope for the school to focus on progress for all learners within the meetings to further ensure pace and challenge and progress over time. Currently pupils are

tracked against East Lothian Curriculum Frameworks to measure attainment.

All children with an entitlement to PEF and who are flagged up through the tracking system as being behind target currently receive an intervention from the Interventions Team.

Achievement:
There are a range of opportunities for the children to develop skills within and out with the school. Examples include residential trips, school trips, clubs and pupil leadership roles. The school has used PEF and worked with the Parent Council and Area Partnership to ensure that as many financial barriers as possible are removed with regards to participation and to the cost of the school day. The good work of the Social Inclusion Group can be strengthened by a collaborative and consultative process with school.

Children confidently talk about how they contribute to the life of the school and celebrate wider achievements both in and out of school. These are celebrated in class with the Class Teacher and at special assemblies where SLT invite randomly selected children to share their achievements with the school and link these to the school values and the four capacities. Children proudly talk about the Achievement display.

Summary

• Leadership • Capacity for improvement • Validation of the school's Standards and Quality report	The school has evaluated itself as good and satisfactory across the quality indicators. Evidence from the school review suggests that there are areas for improvement but also areas where the school are not recognising strengths that exist. The school should use the feedback from the review to inform and review the evaluations within their Standards and Quality Report.

Key Strengths:

- The commitment and cohesion of the senior leadership team and their determination to make a difference to children and young people.
- Clear and consistent systems and processes in place for planning to support children with ASN.
- The engagement of all stakeholders in the life and work of the school.
- Confident and articulate children who take pride in their school.

Areas for Development:

- SLT and staff work collegiately to further build capacity for improvement and ensure planned changes lead to improved outcomes for learners across the school
- Improve the consistency of high, quality learning teaching and assessment
- Continue to develop effective channels of communication with all stakeholders

School QIO   Martin Sangster   Date of visit: 5/4/19

Focused Review Summary – Early learning and childcare

HGIOELC Leadership and Management	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change
How well do our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we provide? What examples do we have of practitioners successfully collaborating with one another through critical enquiry? In what ways are we maximising opportunities for practitioners to work and learn together? How do we know that our professional learning is making a difference for children and families? How effective are our approaches to planning for continuous improvement? What positive impact has our planning for continuous improvement had on outcomes for children and families?	The nursery encompasses a large open plan area, an enclosed outdoor courtyard and an additional outdoor grass area which houses a static climbing frame. The nursery staff team consists of one full time Senior Early Years Practitioner (SEYP), two full time and three part time Nursery Practitioners. The SEYP works closely with all nursery practitioners, the deputy head teacher (DHT) with responsibility for the nursery setting and the cluster early years support teacher. She has embraced her senior role, is supportive to staff, models good practice and is determined to continue to drive improvement. Monthly meetings with the support teacher provide an opportunity for the DHT and SEYP to engage in professional dialogue, review the nursery action plan and agree next steps. The nursery team work well together and are receptive to new ideas and suggestions to improve the nursery environment and recording systems. The deputy head has undertaken PRD sessions with all nursery staff and is clear that she wants all CPD/CLPL to have a positive impact on the children's learning. Staff are given the opportunity to engage in appropriate professional learning and are encouraged to feed back to the staff team. This has led to several staff taking ownership of key developments, such as numeracy and outdoor play. There is, however, scope to provide further opportunities to support the development of their leadership and practice. Weekly 'What's Working?' nursery team meetings provide an opportunity for the staff to reflect and self-evaluate their practice. The development of the courtyard is taking shape and there has been significant improvement within the playrooms over the past months. There is, however, still the need for a clear focus on the development of a more stimulating nursery environment and the quality of play and learning opportunities – as detailed within the school improvement plan (Priority 5: Our Nursery)
HGIOELC Learning Provision	
2.3 Learning, teaching and assessment	Theme 1 - Learning and engagement Theme 2 - Quality of teaching Theme 3 - Effective use of assessment Theme 4 - Planning, tracking and monitoring
How well do the practitioners motivate and engage all children? How do the practitioners know that all children are making	The nursery staff are welcoming and there is an inclusive ethos. Staff demonstrate a clear understanding of the children's social and emotional needs with positive staff/child interactions and warm relationships reflected in practice. An open door policy is evident with parents, carers and grandparents being encouraged to interact with the children and take the opportunity to chat to staff on a daily basis.

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

| very good progress in their learning? What information do they have?

How do the practitioners enable children to become independent learners?

How do the practitioners ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching?

How do the practitioners ensure that processes for tracking and monitoring are manageable and effective in improving learning and teaching?

How well does the information gathered about children's progress inform planning and improvement? | The majority of children are actively involved in their learning, particularly in the outdoor space, however, there is a need for more opportunities for well-planned purposeful play in the nursery playrooms.

Focussed Observations – in development
Recent training (March 2019) provided by the Support Teacher 'Observing and recording significant achievement to support learning'

Staff are using the 'I can statements' from the ELC Curriculum Frameworks and also the 'Scottish Criteria Scale - Emergent Writing Tool is currently in use within the setting

Planning systems in place …
-   Termly overview
-   Fortnightly planning
-   In the moment planning / Responsive planning
-
The SEYP in clear that significant learning and occasional next steps should be documented as it is 'More important to spend time with the children'

Information about interests and responsive planning influence what comes next. SEYP is clear that staff should not be 'planning for planning's sake'

There is a need to further develop tracking and monitoring processes to enable staff to plan for next steps in learning for individual children. |

HGIOELC Learning Provision	
2.2 Curriculum	Theme 3 – Pedagogy and play
What evidence is there that children are developing a positive attitude to learning? How do practitioners challenge and support for example creativity and problem solving with young children? How do practitioners engage in discussion and what examples are there of this working in practice? What routines and structures are in place? Do these support	Relationships amongst the children in the nursery are positive. The majority of children are happy and engaged in the activities on offer. Children are supported to be confident and independent are keen to talk about recent changes to the nursery environment. The development of the outdoors is taking shape and there are examples of creative problem solving opportunities for children through their play. Nature Nurture: Beach visits – lovely interactions – relaxed session – parental involvement – road safety learning opportunity Some staff are beginning to use the Making Thinking Visible (MTV) approach – as guided by the SEYP – open ended questioning & scaffolding. Staff value what children are saying – encouraging enquiring minds. - What if? - I wonder? - What do you need to do? etc. Loose parts play opportunities are working effectively – especially outdoors. Children are being creative with the resources and interacting well in groups. Staff should continue to expand loose parts resources within the playrooms. Flexible routines, free-flow to the outside courtyard and independence when using the snack area are working well.

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership

child-centred play?	
	With the children moving freely between all areas - staff are very aware of the need to keep a close eye on staff child ratios – good communication between staff – moving seamlessly from area to area as child numbers dictate.
3.2 Securing children's progress	• 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
In what ways do we ensure children are making progress across all aspects of their learning and development? How do we ensure children understand their own progress in a meaningful way? Reflect on the current balance of adult and child initiated learning experiences. Are both leading to progress? What could be improved? How effective are our approaches to tracking progress and achievement? What needs to improve? How effective are we at sharing children's progress with parents/carers?	Learning Stories & Floorbooks in place – children's voice – children can reflect on what they have done & achieved – in development – discussions with children Daily verbal communication with parents – including children's achievements - SEYP idea – nursery twitter page Stay & Play – linked to focussed observations Nursery achievement book – celebrating success and wider achievements SEYP development re Making Thinking Visible – application & modelling – look-think-wonder Children in the outside area are stimulated by activities such as the mud kitchen, loose parts play and the new sand and pebble areas. The child led learning experiences in these types of activities are strong. Building the approach to monitoring, tracking and assessment is essential to ensure that children are making progress across all aspects of their learning and development. - Future support from Support Teacher Although systems are not yet in place to effectively capture children's progress, the SEYP has identified the need to review these processes with management and staff – which in turn will require to be effectively shared with parents.

Other Comments or Details

Key Strengths

- Practitioners know individual children well and foster nurturing relationships
- Children who are keen to engage in their learning and interact well with their peers.
- Strong SEYP & good working relationship with DHT & ST
- The staff team are supportive of each other and communicate well as a team with evidence of flexibility and adaptability.

- Clear drive for continuous improvement – building on the positive changes and developments which have already been put in place

Areas for Improvement

- Improve the use of resources to provide a more stimulating environment leading to higher quality experiences for children – including the introduction of more loose parts play resources indoors
- Practitioners should make better use of high quality observations to inform appropriate well timed interventions and future learning to ensure children are making progress across all aspects of their learning and development.
- Continue to develop processes for monitoring and assessment of children's progress
- Continue to develop the outdoor learning areas

ELC officer   Mary Preston   Date of visit: 5/4/19

Improving outcomes for East Lothian's most disadvantaged children through capacity building and leadership