

EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

20 November 2014

Report by Director of Education

EDUCATION SCOTLAND REPORT ON  
EAGLESHAM PRIMARY AND NURSERY CLASS

**PURPOSE OF REPORT**

1. To inform elected members of the report by Education Scotland on Eaglesham Primary School and Nursery Class.

**RECOMMENDATIONS**

2. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on Eaglesham Primary School and Nursery Class; and,
- b) approve the school's action plan to address the agreed areas for improvement.

**BACKGROUND**

3. Eaglesham Primary School and Nursery Class were inspected by a team from Education Scotland and Care Inspectorate in September 2014. The inspection covered key aspects of the work of the school and nursery class and identified particular strengths and areas for improvement using the Education Scotland six-point scale.

4. The inspection team assessed and reported on:

- How well children learn and achieve
- How well the school supports children to develop and learn
- How well the school improves the quality of its work.

5. The report was published in October 2014 and is attached as Appendix 1. It has been issued to staff, parents, local elected members and the Convener for Education and Equalities.

**REPORT**

6. In assessing the indicators of quality in both the primary school and nursery class Education Scotland found two aspects of the work to be very good, i.e. learners' experiences and improvement through self-evaluation and the curriculum was judged to be good. In the primary school improvements in performance was judged to be very good and meeting learning needs was judged to be good. In the nursery class meeting learning needs was judged to be very good and improvements in performance was judged to be good. The evaluations are included in Appendix 2.

7. The particular strengths highlighted by the inspection team included:

- Confident and articulate children who enjoy learning.
- Very good attainment in literacy and numeracy.
- The teamwork and commitment of the head teacher and staff.
- The overall quality of pastoral care for children.

8. This is good report on an East Renfrewshire school and the judgements made by Education Scotland reflect the department's evaluation of the quality of provision in Eaglesham Primary School and Nursery Class. The department is pleased that the very good attainment in literacy and numeracy has been recognised in the letter to parents/carers, as has the quality of pastoral care for children.

9. The list of key strengths can be found on page 3 of the letter to parents.

10. The inspection team agreed with the school and Education Department two areas for improvement:

- Continue to develop the curriculum ensuring relevance, challenge and enjoyment in children's learning.
- Provide tasks and activities which promote more active learning and are well matched to the needs of all children.

11. Appendix 3 of this paper includes the school's action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the school to support its implementation.

12. Education Scotland will make no further reports in connection with the inspection of Eaglesham Primary School and Nursery Class.

13. The Quality Improvement Service will revisit the school within 18 months of the date of publication to review the impact of the school's improvement plan in addressing the agreed areas for improvement and to provide a progress report to parents.

## **FINANCE AND EFFICIENCY**

14. There are no financial or efficiency implications related to this report.

## **RECOMMENDATIONS**

15. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on Eaglesham Primary School and Nursery Class; and,
- b) approve the school's action plan to address the agreed areas for improvement.

Mhairi Shaw  
Director of Education  
21 October 2014

Convener Contact Details

Councillor E Green, Convener for Education and Equalities  
Councillor, P O'Kane, Vice Convener for Education and Equalities

Tel: Home 01505 850455  
Tel: Mobile 07718 697115

Local Government Access to Information Act 1985

Report Author

Marie Kelly, Education Senior Manager (Quality Improvement)  
Tel: 0141 577 3763  
[marie.kelly@eastrenfrewshire.gov.uk](mailto:marie.kelly@eastrenfrewshire.gov.uk)

Background Papers

1. Education Scotland report on Eaglesham Primary School and Nursery Class, 21 October 2014

Key Words

Education Scotland  
report  
Eglesham Primary School and Nursery Class

28 October 2014

Dear Parent/Carer

**Eaglesham Primary School and Nursery Class  
East Renfrewshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including support for pupils, partnership working and pupil voice. As a result, we were able to find out how good the school is at improving children's education.

**How well do children learn and achieve?**

The quality of children's learning and achievement is very good. Across the school, children are enthusiastic and talk about how much they enjoy school. In the nursery, children are becoming increasingly confident in their learning. They show good self-help skills as they dress for outdoor play and are able to create their own healthy snacks. They are able to talk about what they have been learning at the end of each session. Nursery staff should now provide more opportunities for children to identify and plan what they would like to learn. Across the primary stages, children are becoming increasingly aware of the skills that they are developing and how these can be used to help them as they grow and develop. They are able to say how they will use certain skills in their working lives. Children are aware of their progress in achieving the targets they have set for themselves. They share information about their learning using e-portfolios and class blogs. The school should now increase opportunities in classes for children to lead their own learning. Allowing children to work together in pairs and groups will help them to develop more independence and take more responsibility for their learning. Very good links with the local community enrich children's learning, such as outdoor learning in the Orry and working with the local hotel to design new menus. Children have very good opportunities to develop leadership skills and to be part of whole school committees such as Rights Respecting School, Pupil Council, and Peer Mediators. They are able to develop and learn through a wide range of clubs and activities such as debating, British Sign Language and karate. A national renewable energy company has worked closely with the school to develop the outdoor learning environment, taking into account the views of children and including them in decision-making.

In the nursery, children are developing good vocabulary, can talk confidently about their experiences and ideas and enjoy recording their activities and achievements themselves. They are becoming familiar with different kinds of texts and are becoming skilled in creating their own oral stories. Children in the nursery are progressing well in their numeracy skills. During play, they count, match and sort different items. At the primary stages, children's attainment in literacy and numeracy is very good. In maths, pupils are actively engaged and enjoy what they are learning. They can confidently work out mathematical problems and challenges and are able to explain the properties of different shapes, calculate perimeters and measure angles using protractors and programmes on the computer. At the primary stages, children are making strong progress in their literacy. They listen well and are skilled in taking part in discussions and putting forward their ideas. Most children read confidently and fluently and enjoy reading a range of fiction and non-fiction books. Children in P7 talk positively about the online reading Bug Club, which allows them to access books at home. Children's writing is very good and they understand about writing for different purposes and audiences. Their stories contain well-chosen vocabulary which creates vivid characters, moods and settings with good use of similes and metaphors. Children know what they need to eat to keep healthy and how exercise will help them as they grow. Older pupils are able to talk well in basic French and are beginning to learn Mandarin. Children are making good progress in science. They are confident in taking part in experiments, predicting what might happen and recording their results.

### **How well does the school support children to develop and learn?**

In the nursery class and at the primary stages, there is a caring and supportive environment for learning. In the nursery, staff plan learning based on their knowledge of children's preferences. Overall, activities and resources are well matched to the needs of children. At the primary stages, teachers plan activities well and in a few lessons, take good account of the needs of children. This is particularly evident in mathematics lessons, where learning activities are well matched to the different needs of children and provide a very good level of challenge. The school needs to ensure that this good practice is more consistent across the school. Staff now need to plan learning activities to take account of the range of children's needs and ensure that the pace of learning in classes is more brisk. The school provides a very high level of pastoral care for all pupils. Children who have additional support needs are supported effectively and have appropriate plans in place to ensure they make suitable progress. The school works very well with a range of partners to support pupils. Transitions to P1 from nursery and to secondary school are well planned, with effective individual transition programmes for children who require support.

Children in the nursery and at the primary stages experience a broad curriculum and have good opportunities to develop their skills, with appropriate focus on literacy, numeracy and health and wellbeing. Nursery children would benefit from more opportunities to learn through outdoor learning and investigation. Staff are working with confidence using Curriculum for Excellence guidance and the East Renfrewshire Skills Framework. Curriculum programmes place a strong emphasis on helping children understand the skills they are developing. Staff should now ensure that programmes in all curriculum areas provide suitable challenge, relevance and enjoyment for children. The school also needs to develop opportunities for children to link their learning across different areas of the curriculum and apply skills in different

contexts. Skills for learning, life and work have been developed through well-planned enterprise activities including the '20p' challenge and Fair Trade fortnight.

### **How well does the school improve the quality of its work?**

The headteacher and staff are highly committed to improving outcomes for children and there is effective teamwork across the school. Staff work well together and with other schools in order to share good practice. Teachers carry out their leadership roles very well to ensure the school continues to improve. As a result, children are benefitting from improvements such as better use of problem solving strategies in their maths and a good understanding of the skills they are developing through updating of their e-portfolios. The school includes children very well in evaluating their learning and they are consulted on issues which impact on the school community. The school makes effective use of performance data and other information to identify and support children who have additional support needs. The school has well-established arrangements for monitoring the quality of its work and staff should now ensure that these processes lead consistently to improved learning and teaching. The Parent Council and parents of children at all stages are well informed about developments in the school. They have effective opportunities to be involved in improvements across the school and in their children's learning.

During the previous Care Inspectorate inspection, the nursery had no requirements and no recommendations. As a result of this inspection, there are no requirements and seven recommendations for the nursery.

This inspection found the following key strengths.

- Confident and articulate children who enjoy learning.
- Very good attainment in literacy and numeracy.
- The teamwork and commitment of the headteacher and staff.
- The overall quality of pastoral care for children.

We discussed with staff and East Renfrewshire Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to develop the curriculum ensuring relevance, challenge and enjoyment in children's learning.
- Provide tasks and activities which promote more active learning and are well matched to the needs of all children.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, East Renfrewshire Council will inform parents about the school's progress.

Monica McGeever  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/EagleshamPrimarySchoolEastRenfrewshire.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Eaglesham Primary School.

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>good</b>

Nursery class

<b>Improvements in performance</b>	<b>very good</b>
<b>Children's experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>very good</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

Here are the Care Inspectorate's gradings for the nursery class.

<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>very good</b>
<b>Quality of staffing</b>	<b>very good</b>
<b>Quality of management and leadership</b>	<b>good</b>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf).

Please note that the term "adequate" in these documents has been replaced with "satisfactory".



## **Recommendations**

### **Recommendation 1**

Children's Individual Learning Journals/profiles should be further developed by staff and children. Children should be involved in choosing examples of work that they would like to include in the journals.

NCS Early Education and Childcare up to the age of 16:  
Standard 3, Health and Wellbeing

### **Recommendation 2**

Planning should include activities that provide children with opportunities to challenge them within differing age and stages.

NCS Early Education and Childcare up to the age of 16:  
Standard 3, Health and Wellbeing

### **Recommendation 3**

Staff should consider the opportunities for outdoor play and whether these could be increased and the activities varied to give children the opportunity to develop existing or new skills.

NCS Early Education and Childcare up to the age of 16:  
Standard 3, Health and Wellbeing

### **Recommendation 4**

Personal Plans should be developed for each child and contain details of how staff are supporting children. Plans should be reviewed at least every six months.

NCS Early Education and Childcare up to the age of 16:  
Standard 3, Health and Wellbeing

### **Recommendation 5**

Children with a suspected or recognised allergy or medical condition should have a risk assessment completed for them. The risk assessment should detail the action staff should follow if a child experiences difficulties as a result of their condition.

NCS Early Education and Childcare up to the age of 16:  
Standard 3, Health and Wellbeing

### **Recommendation 6**

A risk assessment should be completed with specific regard to the fenced area at the top of the school grounds. Safety measures should be put in place to keep children safe.

NCS Early Education and Childcare up to the age of 16:  
Standard 2, A Safe Environment

### **Recommendation 7**

More robust and effective procedures should be implemented by management to monitor the work of the staff team and the service as a whole.

NCS Early Education and Childcare up to the age of 16  
Standard 14: Well-managed Service

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/EagleshamPrimarySchoolEastRenfrewshire.asp> and

[http://www.scswis.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489](http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489)

## Eaglesham Primary School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to develop the curriculum ensuring relevance, challenge and enjoyment in children's learning.				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>The rationale for the curriculum is developed and informed by shared values.</p> <p>Stakeholders are able to talk about the rationale and how it is used to inform decisions about the curriculum.</p> <p>The curriculum experienced by learners reflects the rationale.</p> <p>The curriculum and learning experiences take account of individual and group needs and provide pupils with greater relevance, challenge and enjoyment and personalisation and choice.</p> <p>Children are able to link their learning across different areas of the curriculum and apply skills in different contexts.</p> <p>Children have a voice in planning and leading their own learning.</p> <p>Pupils achieve accreditation awards.</p>	<p>Provide professional learning on the design principles, contexts for learning and entitlements to develop further staff knowledge and application.</p> <p>Develop a curriculum rationale with input from all stakeholders.</p> <p>Provide professional learning on approaches to interdisciplinary learning to develop staff knowledge and understanding.</p> <p>Develop a framework for interdisciplinary learning to ensure that learners experience their entitlement to a broad general education.</p> <p>Staff plan interdisciplinary learning which is relevant, enjoyable and uses knowledge and skills in transferable ways. Staff involve children in the planning of interdisciplinary learning.</p> <p>Plan further opportunities to work in partnership with the community to provide relevant and purposeful learning experiences.</p> <p>Improve quality assurance activities and professional dialogue to ensure a more rigorous focus on relevance, challenge and enjoyment and personalisation and choice.</p> <p>SMT and staff routinely seek the views of pupils about their learning experiences and respond to pupil feedback.</p> <p>Provide opportunities for children to achieve accreditation awards.</p>	<p>SMT/All Staff</p> <p>SMT/All Staff/Parents/Pupils/Partners/Community</p> <p>SMT/All Staff</p> <p>SMT/All Staff</p> <p>SMT/All Staff</p> <p>DHT/Partners/Community</p> <p>SMT/QIO/All Staff</p> <p>SMT/Staff/Pupils/Pupil Council</p> <p>PT/Pupils/Pupil Council</p>	<p>Oct 14 – Dec14</p> <p>Oct 14 – Dec 14</p> <p>Jan 15 – Jun 15</p> <p>Jan 15 – Jun 15</p> <p>Jan 15 – Jun 15</p> <p>Jan 15 – Jun 15</p> <p>Oct 14 – June 15</p> <p>Oct 14 – June 15, Termly</p> <p>Oct 14 – Aug 15</p>	<p>Building the Curriculum 1 &amp; 3, Education Scotland.</p> <p>Evaluating and Improving our Curriculum, Education Scotland Toolkit.</p> <p>CfE Briefing 11: Planning for Learning, Through the Broad General Education.</p> <p>Briefing Paper 4: Inter-Disciplinary Learning.</p> <p>ERC Guidance on Curriculum Design.</p> <p>How Good Is Our School?</p> <p>John Muir Award, 50 Things to do before.....</p>	<p>Record of stakeholders' views and the steps and processes used to develop the curriculum.</p> <p>Evaluations of Professional Learning.</p> <p>Records of quality assurance activities e.g. professional dialogue, pupil conversations/pupil focus groups, learning visits, staff planning, etc.</p> <p>Minutes of SMT, staff, stage and departmental meetings.</p> <p>Pupils' work and jotters.</p> <p>Record of Children's Achievements</p>

## Eaglesham Primary School Action Plan following Education Scotland Inspection

Area for Improvement	Provide tasks and activities which promote more active learning and are well matched to the needs of all children.				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Improved approaches to learning and teaching ensure high quality learning experiences for pupils.</p> <p>Programmes in all curricular areas provide suitable relevance, challenge and enjoyment and personalisation and choice.</p> <p>Learning activities take account of the range of children's needs and provide a high level of challenge.</p> <p>The pace of learning is brisk.</p> <p>Children are given more opportunities to develop independence and take more responsibility for their learning.</p> <p>Children are more active in their learning and are using more investigative and explorative approaches.</p> <p>The involvement of pupils in reflecting on and discussing their learning impacts on staff planning of learning, teaching and assessment.</p>	<p>Provide professional development on learning and teaching approaches to ensure children are more active in their learning and tasks and activities are well matched to their needs:</p> <ul style="list-style-type: none"> <li>• Formative assessment approaches</li> <li>• Bloom's Taxonomy/Higher Order Thinking Skills</li> <li>• Effective Questioning</li> <li>• Problem solving approaches across the curriculum.</li> </ul> <p>Best practice in learning and teaching from within the school is shared regularly and staff visit establishments within the cluster and authority to observe good practice.</p> <p>Management team support staff to plan, organise and deliver learning experiences which meet the varying needs of learners.</p> <p>Improve monitoring activities and professional dialogue to ensure a focus on learning activities matched to the needs of all learners and that tasks and activities provide appropriate support and challenge for all pupils.</p> <p>SMT and staff routinely seek the views of pupils about their learning experiences and respond to pupil feedback.</p>	<p>SMT/All Staff</p> <p>SMT/All Staff</p> <p>SMT/All Staff</p> <p>SMT/QIO/All Staff</p> <p>SMT/Staff/Pupils/ Pupil Council</p>	<p>Oct 14 – Feb 15</p> <p>Oct 14 – Jun 15</p> <p>Oct 14 – Jun 15</p> <p>Oct 14 – Jun 15</p> <p>Oct 14 – Jun 15</p>	<p>Building the Curriculum 2 &amp; 3, Education Scotland.</p> <p>ERC Teaching and Learning Sets: 1, 3, 4 and 6.</p> <p>ERC Skills Framework.</p> <p>Progression Frameworks, Education Scotland.</p> <p>How Good Is Our School?</p>	<p>Evaluations of Professional Learning.</p> <p>Records of quality assurance activities e.g. professional dialogue, pupil conversations/focus groups, learning visits, staff planning, etc.</p> <p>Minutes of SMT, staff, stage and departmental meetings.</p> <p>Pupils' work and jotters.</p>

### Eglesham Nursery Class Action Plan following Education Scotland Inspection

<b>Recommendation 1</b>	Children's Individual Learning Journals/Profiles should be further developed by staff and children. Children should be involved in choosing examples of work that they would like to include in the journals.				
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p>Children and staff record learning and achievements in children's profiles.</p> <p>Children are more involved in leading their learning.</p> <p>Children use profiles to recall, articulate and reflect on their learning and achievements.</p>	<p>Staff with the support of management will:</p> <ul style="list-style-type: none"> <li>Develop 'new' profile format in line with current national and local advice.</li> <li>Use profiles to engage children with their learning and achievements.</li> <li>Share profiles with children and parents, seeking views and amending as appropriate.</li> </ul> <p>Management will:</p> <ul style="list-style-type: none"> <li>Develop a quality assurance programme to monitor impact and outcomes.</li> </ul>	HT/Nursery Staff /QIO	Oct 14 – Jun 15	<p>Care Standards.</p> <p>Profile exemplars.</p> <p>Building the Curriculum 5.</p> <p>ERC policy on Assessment, Moderation, Profiling and Reporting.</p>	<p>Records of quality assurance activities e.g. professional dialogue, learning conversations, learning visits, views of parents, sampling profiles, etc.</p> <p>Minutes of staff meetings.</p>

<b>Recommendation 2</b>	Planning should include activities that provide children with opportunities to challenge them within differing ages and stages.				
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p>Children are challenged and engaged in their learning appropriate to their age and stages of development.</p> <p>Children are able to identify and plan what they would like to learn.</p> <p>Nursery plans reflect the differing abilities and varying needs of the children.</p>	<p>Staff with the support of management will:</p> <ul style="list-style-type: none"> <li>Participate in professional learning to identify key stages of child development and how younger children learn.</li> <li>Research good practice through personal reading and visits to other establishments.</li> <li>Plan activities that support the age and stage of development.</li> <li>Encourage children to be involved in planning their own learning through their use of formative assessment strategies.</li> <li>Involve children in planning their learning and the selection of resources through e.g. use of a pictorial inventory.</li> </ul> <p>Management will:</p> <ul style="list-style-type: none"> <li>Develop a quality assurance programme to monitor impact and outcomes.</li> </ul>	HT/Nursery Staff/ Psychological Service	<p>Oct 14 – Dec 14</p> <p>Oct 14 – Jun 15</p> <p>Oct 14 – Jun 15</p>	<p>Care Standards.</p> <p>Resource inventory.</p> <p>Websites and appropriate texts.</p>	<p>Evaluations of Professional Learning.</p> <p>Records of quality assurance activities e.g. professional dialogue, learning conversations, learning visits, staff planning, etc.</p> <p>Minutes of staff meetings.</p> <p>Pictorial Inventory.</p>

**Eaglesham Nursery Class Action Plan following Education Scotland Inspection**

<b>Recommendation 3</b>	Staff should consider the opportunities for outdoor play and whether these could be increased, and the activities varied to give children the opportunity to develop existing or new skills.				
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p>Outdoor play offers challenge and enjoyment in an engaging and relevant way.</p> <p>Children's skills will be further developed through exploration, energetic play, investigation of the natural and built environment and planned learning activities.</p> <p>Staff planning for outdoor play is allowing children to make connections in their learning.</p>	<p>Staff with the support of management will:</p> <ul style="list-style-type: none"> <li>Audit the current opportunities for outdoor play, considering the type of activities and resources currently being used.</li> <li>Identify opportunities for children to develop and apply skills and knowledge in the outdoor setting.</li> <li>Participate in Forest Schools professional learning.</li> <li>Identify appropriate Forest School approaches.</li> <li>Plan for improved outdoor opportunities including taking the indoors outdoors.</li> </ul> <p>Management will:</p> <ul style="list-style-type: none"> <li>Investigate the H&amp;S regulations around the Fire Door to play area.</li> <li>Organise resources for the play area which support physical skills development.</li> <li>Develop a quality assurance programme to monitor impact and outcomes.</li> </ul>	PT/Nursery Staff	Oct 14 – Dec 14	Care Standards. School Budget. Parent Council. CfE Factfile – Outdoor Learning, Education Scotland.	Evaluations of Professional Learning.  Records of quality assurance activities e.g. professional dialogue, learning conversations, learning visits, staff planning, etc.
	<ul style="list-style-type: none"> <li>Investigate the H&amp;S regulations around the Fire Door to play area.</li> <li>Organise resources for the play area which support physical skills development.</li> <li>Develop a quality assurance programme to monitor impact and outcomes.</li> </ul>	Martin McGrath, Health & Safety Officer	Oct 14 – Dec 14		Minutes of staff meetings.

<b>Recommendation 4</b>	Personal Plans should be developed for each child and contain details of how staff are supporting children. Plans should be reviewed at least every 6 months.				
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p>Personal Plans detail the support provided to children and families and are reviewed every 6 months.</p> <p>Staff and parents work together to ensure appropriate levels of support are in place for children and families.</p>	<p>Staff with the support of management will:</p> <ul style="list-style-type: none"> <li>Develop a Personal Plan.</li> <li>Discuss and introduce Personal Plans to parents during home visits and enrolment.</li> <li>Work with parents to identify any possible areas of support.</li> <li>Plan and record specific care and welfare support and strategies used.</li> </ul> <p>Management will:</p> <ul style="list-style-type: none"> <li>Review plans with staff on a regular basis as part of the nursery quality assurance programme.</li> </ul>	HT/DHT/Nursery Staff	Oct 14 – Jun 15	Care Standards. Exemplars of good practice.	Records of quality assurance activities e.g. professional dialogue, staff planning, sampling plans etc.  JST Minutes and STINT Reviews, as appropriate.
				Oct 14 – Jun 15	

### Eglesham Nursery Class Action Plan following Education Scotland Inspection

<b>Recommendation 5</b>	Children with a suspected or recognised allergy or medical condition should have a 'risk assessment' completed for them. The risk assessment should detail the action staff should follow if a child experiences difficulties as a result of their condition.				
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
Risk assessments are carried out for all children with health and medical needs.  Staff have access to relevant information and are aware of the procedures to follow.	Management will: <ul style="list-style-type: none"> <li>Develop recording procedures in line with ERC Policy.</li> <li>Investigate SEEMIS, Click &amp; Go recording systems.</li> <li>Attend Pastoral Notes, SEEMIS, Click &amp; Go professional learning.</li> <li>Devise a 'Grab Card' for use by staff.</li> </ul>	DHT/Nursery Staff/Parents/ First Aider Admin Staff/ School Nurse/Allied Health Professional	Oct 14 – Nov 14 Oct 14 – Jan 15 Oct 14 Oct 14 – Nov 14	Care Standards. SEEMIS, Click & Go. Data Checks.	HT samples risk assessments.
<b>Recommendation 6</b>	A risk assessment should be completed with specific regard to the fenced area at the top of the school grounds. Safety measures should be put in place to keep the children safe.				
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
School grounds are secure and safe.	Management will: <ul style="list-style-type: none"> <li>Work with Property and Technical Department to risk assess the current school ground environment.</li> <li>Agree with Property and Technical any safety measures that will secure the school grounds.</li> <li>Devise a risk assessment for outdoor play to ensure that safety measures are in place prior to any activity involving children.</li> </ul>	HT/Clerk of Works  Martin McGrath, Health & Safety Officer	Oct 14 – Nov 14 Oct 14 – Nov 14 Oct 14 – Dec 15	Care Standards.	Risk Assessment for School Grounds.
<b>Recommendation 7</b>	More robust effective procedures should be implemented by management to monitor the work of the staff team and the service as a whole.				
<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
Quality assurance processes are rigorous, systematic and transparent and show evidence of improvement to learning, teaching and achievements.  Staff are involved in improving playroom activities/practice and curricular programmes.	Management will: <ul style="list-style-type: none"> <li>Devise and implement a nursery quality assurance programme and ensure that all staff are involved in the process.</li> <li>Devise a system for recording quality assurance activities, identifying strengths and areas for improvement and sharing good practice.</li> <li>Monitor playroom activities/practice, curricular programmes, the work of staff and the service.</li> </ul>	HT/Nursery Staff/QIO	Oct 14 – Oct 15	Child at the Centre. Care Standards.	Records of quality assurance activities e.g. professional dialogue, learning conversations/visits, staff planning, views of parents, sampling profiles/plans, etc.