

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE8 June 2023Report by Director of EducationEDUCATION SCOTLAND REPORT ON BRAIDBAR PRIMARY SCHOOL AND NURSERY CLASS**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Braidbar Primary School and Nursery Class.

RECOMMENDATIONS

2. Education Committee is asked to:

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

BACKGROUND

3. Braidbar Primary School and Nursery Class were inspected by a team from Education Scotland in March 2023. 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 and the self-evaluation frameworks *How Good is our Early Learning and Childcare* and *How Good is our School?*

4. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.

5. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement (or the equivalent securing children's progress, in early learning and childcare settings).

6. Braidbar Primary School and Nursery Class were inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The report was published in May 2023 and is attached as Appendix 1. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

7. In assessing the indicators of quality in the school and nursery class, Education Scotland found both aspects of the work to be very good: learning, teaching and assessment; and raising attainment and achievement / securing children's progress.

8. The inspection team found the following strengths in the school and nursery's work:

- Enthusiastic, confident and articulate children who are very proud of their school. They feel safe, valued and respected.
- The strong sense of teamwork and positive relationships across the whole school. The headteacher's continued focus on empowering staff, children and families to lead school improvement is having a positive impact on outcomes for children.
- The very good opportunities that children have across the school to achieve success. They develop a wide range of skills through a variety of real-life learning experiences, leadership roles and clubs.
- The consistently high levels of attainment and achievement across the school.

9. This is a very good report on an East Renfrewshire establishment.

10. The values, progress and achievements of the children across the nursery class and school were identified by the inspection team:

- *Across Braidbar Primary School, staff create positive learning environments underpinned by the school values and children's rights. All staff and children focus on ensuring values of 'kindness, ambition and creativity' are evident in the daily life of the school.*
- *Children use a range of digital technology well to enhance their learning across the curriculum. Virtual reality (VR) headsets are providing motivating stimuli to enhance learning.*

11. It was particularly pleasing that the leadership of the headteacher was highlighted in the Summary of Inspection Findings.

- *The headteacher provides highly effective leadership for the school community. She is well supported by the depute headteacher and principal teacher. The headteacher's enthusiasm, determination and commitment motivates and empowers staff and the wider community to improve outcomes for all children.*

12. The inspection team identified 2 areas for improvement:

- Teachers in the school should continue to develop the quality of feedback they provide to children about their learning. This will better help children know what they need to do next to continue to improve. It will better support children to develop personal targets to increase ownership of their learning and progress.
- Staff in the nursery should continue to improve further the use of a range of information to ensure a coherent overview of children's progress over time across the curriculum.

13. Appendix 2 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Braidbar leadership team to support its implementation.

14. The letter to parents/carers and more detailed summarised inspection findings is available on the [Education Scotland website](#).

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

16. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

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

RECOMMENDATIONS

18. Education Committee is asked to:

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

Mark Ratter
Director of Education
8 June 2023

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Appendices

1. [Education Scotland report on Braidbar Primary School and Nursery Class](#)
2. Braidbar Primary School and Nursery Class Action Plan.

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Summarised inspection findings

Braidbar Primary School

East Renfrewshire Council

23 May 2023

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Key contextual information

Braidbar Primary School and nursery class is a non-denominational school serving the Giffnock area of East Renfrewshire. Approximately twenty percent of the pupils attend the school from outwith the catchment area. The current roll of the school is 196 children across 8 classes. Most children reside in deciles nine and ten of the Scottish Index of Multiple Deprivation data zones. Forty-one percent of children have English as an additional language. The senior leadership team consists of a headteacher, depute headteacher and an acting principal teacher. Attendance for school session 2020-2021 was 96.7% which is above the national average.

2.3 Learning, teaching and assessment

very 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

- Across Braidbar Primary School, staff create positive learning environments underpinned by the school values and children's rights. All staff and children focus on ensuring values of 'kindness, ambition and creativity' are evident in the daily life of the school. As a result of these shared values, children benefit from mutually respectful and positive relationships. Classrooms are bright and wall displays are child led, leading to children having ownership of their learning environment.
- Children are very proud of their school and are confident sharing their learning with each other and visitors. They demonstrate awareness of the needs of their community and how they can support different groups. Children create starter packs for new children moving into the community from abroad. Children are confident talking about their own experiences, beliefs and cultures and enjoy learning with and from each other. This results in an inclusive approach to learning which builds on the experiences and values of individuals.
- Most children contribute well to the life of the school through a wide range of pupil leadership roles including as members of eco, equalities and health and wellbeing committees. The 'young leaders of learning' have a key role in supporting school improvement using 'How good is OUR school?' to support their work. They are passionate in consulting their peers about what is important to them in school and report confidently on the improvements they have made.
- Almost all children across the school are motivated and engaged in their learning. They enjoy well-planned opportunities to apply their knowledge and skills in real-life contexts which have a clear purpose. For example, children used mathematics and map reading skills to plan a visit by train to a local area. The 'spotlight skills' sessions enable children to develop a range of skills for learning, life and work in real-life contexts. Children learn well in a range of contexts outdoors, both in the school grounds and the local area. Children across P1 to P3 learn skills in the 'secret garden' through a progressive outdoor learning programme. Older children use the

outdoors for physical education (PE) and to apply their skills, for example, in measuring perimeter and calculating area.

- Children work well independently, in pairs and in groups. They make choices in what and how they learn through interdisciplinary contexts. This is providing them with opportunities to lead aspects of their own learning. Children are well placed to take even more responsibility for leading their own learning.
- Almost all lessons are well-planned and resourced to meet the interests and needs of children. Teacher explanations are clear and help children know what they need to do in their learning. Almost all teachers use questioning well to check for understanding and most use a range of questioning techniques to develop children's thinking skills. Almost all teachers share learning intentions and success criteria effectively which helps children know what they need to do to be successful in that lesson. Where success criteria are co-created with children, this helps them to take increased ownership of their learning. There is scope for the co-creation of success criteria with children to be further developed across the school.
- In almost all lessons, the pace of learning is brisk and planned at the right level of difficulty for almost all learners. Teachers build very well on children's prior learning. Most children who are working beyond nationally expected standards have appropriate challenge and opportunities to extend their learning. Teachers should continue to ensure that children are given sufficient time to carry out written work, particularly during writing lessons. This will ensure they can demonstrate the knowledge and understanding they have developed.
- Teachers provide positive written and oral feedback to children linked to the success criteria. This helps children to know how successful they have been in that piece of learning. Teachers should continue to develop the quality of feedback across learning to ensure this helps children know what they need to do next to improve. As part of this, children need greater opportunities to act on the feedback provided. This will help them to develop personalised targets in the areas they need to improve and increase further ownership of their learning and progress.
- Staff working across early level are developing their approaches to play-based pedagogy. Learning environments are well-resourced and support children to participate in free-flow play balanced with direct teaching in small groups. Staff interact well with children to support their learning. Staff should continue to work with children to plan learning in different areas. This will help children understand what they are expected to learn through their play. As play progresses through the school, staff should work together to ensure they build on existing practice to ensure play is integral to learning.
- Children use a range of digital technology well to enhance their learning across the curriculum. They are confident using tablets to research, record and present their learning. They access and use digital applications to help gather and share views and support their learning, for example to hear correct pronunciation in French. Across the school, children are developing well their coding skills using a range of devices and software. Virtual reality (VR) headsets are providing motivating stimuli to enhance learning. For example, children use the VR headset to explore what they see, feel and hear in the Arctic to support their writing. Digital leaders use their skills in digital technology to teach skills to other children.
- All teachers plan assessment as part of learning and teaching. Teachers use an appropriate range of assessments at different times to support children's progress. During lessons, teachers use assessment well to ascertain where children need additional support or challenge in their learning. Teachers share and discuss with each other the progress, attainment and achievements of individual children at key points of transition. This supports children to build on their prior learning as they move through the school.

- Teachers work well together, and with staff from other schools, to develop a shared understanding of standards through collaborative planning and discussion of children's work. These approaches to moderation are resulting in robust teacher judgements of progress and achievement of Curriculum for Excellence (CfE) levels. Staff are now well-placed to work with colleagues beyond their cluster to continue to refine their understanding of national standards.
- Teachers use local authority progression pathways and skills frameworks well to support planning. Teachers are empowered to adapt planning responsively to meet children's needs and interests. Children are actively involved in planning interdisciplinary topics. This supports their engagement and enjoyment in learning related to the topics.
- Teachers gather a wide range of assessment and other information to monitor and track children's progress in literacy and numeracy effectively. As a result, senior leaders and teachers have a comprehensive knowledge of the progress and attainment of individuals and groups. As a team, they identify those children who require additional support and challenge and plan suitable interventions. These interventions are monitored very effectively to ensure improved outcomes and a positive impact on attainment. As planned, senior leaders should continue to develop systems to include tracking children's progress in other areas of the curriculum.

2.1 Safeguarding and child protection

- 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. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement**very good**

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

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is very good. In session 2021-22 most children at early and first level and almost all at second level achieved the appropriate CfE levels in literacy and English, and numeracy and mathematics. A few children at almost all stages are working beyond expected levels of attainment. Almost all children with barriers to learning are making very good progress towards individual targets in literacy and numeracy.

Attainment in literacy and English

- Across the school, progress and attainment in literacy and English is very good.

Listening and talking

- Children contribute enthusiastically to class discussions. They have rich opportunities to apply their listening and talking skills in different contexts. For example, children participate in learning assemblies and leadership committees.
- Children working within early level listen and respond very well to others. They follow instructions well. Most children share their ideas and take turns. Children working within first level confidently share thoughts and opinions on a range of subjects. They respond well to different types of questions. Children working towards second level confidently contribute to class discussions, express views, and listen respectfully to others. They build on the contributions of others and support others' opinions and ideas.

Reading

- Children working within early level build on their knowledge of sounds, letter patterns and common words confidently through learning activities. They read familiar words accurately in sentences. They can sequence a story and answer questions about a text. At first level, almost all children read familiar texts with fluency and expression. They confidently make predictions, summarise and answer a range of questions about texts. Almost all children working towards second level read with fluency, understanding and expression using appropriate pace and tone. They apply a range of reading skills for example, skimming, scanning, predicting, clarifying and summarising.

Writing

- Almost all children working within early level form letters correctly and use capital letters and full stops accurately in sentences. They use their knowledge of single sounds and letter blends to spell familiar words correctly. Children working within first and second level write across a range of genres. At first level, children confidently use relevant and interesting vocabulary to inform and entertain the reader. They spell commonly used words successfully and use their knowledge of spelling rules to spell unfamiliar words. At second level, children

demonstrate a very good understanding of structure and style of different genres. They use notes and other sources to create new texts to convey information. Overall children working at first and second level would benefit from more regular experience to produce extended writing using teacher feedback to support improvements. There is scope for improvement in children's handwriting at first and second level.

Attainment in numeracy and mathematics

- Overall progress and attainment in numeracy and mathematics is very good. Children across the school have regular opportunities to develop their skills in problem solving and apply these in play-based learning experiences and real life contexts.

Number, Money and Measure

- Children working within early level are developing their confidence in adding and subtracting numbers mentally to 10. They use appropriate language of measurement when comparing common objects. At first level, almost all children identify the place value of three-digit numbers and can add on and subtract from these. Children working within second level confidently create equivalent fractions and express fractions in their simplest form. They read and record time using both twelve hour and twenty-four hour notation and convert between the two. They confidently calculate durations of activities.

Shape, position and movement

- At early level, children can confidently identify two-dimensional shapes. They understand and correctly use the language of position and direction. Almost all children working within first level identify symmetry in patterns, pictures and shapes. They create symmetrical pictures and designs with more than one line of symmetry. Children working within second level use mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. They are confident in measuring and drawing a range of angles.

Information Handling

- At early level, almost all children collect and sort data for a given purpose including using tally marks and pictorial displays. Children working within first and second level confidently use a variety of different methods, including the use of digital technologies, to display data. They know to include a suitable title, labelling on both axes and an appropriate scale.#

Attainment over time

- Data about children's levels of attainment in literacy and English and numeracy and mathematics for the last five years shows a pattern of high attainment overall. Attainment in the early level was impacted by the COVID-19 pandemic. Senior leaders are aware of the underlying reasons for this and made effective strategic decisions to support identified needs. As a result, attainment at early level has improved to pre-pandemic levels. Almost all children are on track to achieve the appropriate Curriculum for Excellence levels in literacy and English and numeracy and mathematics by the end of June 2023.
- Senior leaders and staff can evidence improvements in attainment in literacy and numeracy for almost all children. Teachers use the 'data dialogue' approach very effectively to identify gaps in children's learning. They plan appropriate interventions to help children who are not achieving expected levels to make progress. These approaches are contributing to reducing identified gaps in learning for individuals and groups of children.

Overall quality of learners' achievements

- Children value their achievements being recognised and celebrated by staff, including at assemblies and online platforms. This includes receiving awards for demonstrating the school's

shared values through their achievements. Children speak with confidence and pride when discussing their many achievements, in and out of school.

- Children develop an extensive range of leadership, communication and citizenship skills through taking part in a variety of pupil committees including house captains, STEAM committee and digital leaders. Evidence of achievement shows that children on these groups make a significant contribution to the life and work of the school.
- Children across the school take part in regular 'spotlight skills' sessions. During these sessions, children participate in real-life and relevant learning contexts including food and health, community and design and manufacturing. Children are developing skills for learning, life and work in engaging contexts.
- Staff and partners provide a wide variety of clubs, including basketball, drama, music and multi-sports. Children enjoy attending the clubs. They are learning new skills and building confidence in performing to others.
- Senior leaders audit children's participation in clubs and school committees. As a next step, staff should support children to understand how they are building on the skills they are developing through participation in these activities.

Equity for all learners

- Senior leaders and staff have a clear understanding of the social, cultural and economic context of the school community. They take effective action to mitigate against any barriers children face and ensure cost is no barrier to participation. As a result, children and families benefit from a range of support, for example access to a free snack from the self-service breakfast store.
- Senior leaders' rationale for Pupil Equity Fund (PEF) spend is based on robust analysis of a wide range of data to identify needs for specific groups of children. Senior leaders consult with the Parent Council and pupil leadership groups to develop plans for PEF interventions.
- Effective use of baseline assessments and evaluations demonstrates the positive impact of these interventions in supporting improvements in literacy and wellbeing. As a result, very good progress is being made towards improving outcomes and closing the poverty related attainment gap through well-planned interventions.
- Children's understanding of protected characteristics is developed through the effective work of the pupil-led equalities committee and a diversity champion parents group. Children demonstrate a strong understanding of how to challenge discrimination and enjoy regular opportunities to celebrate diversity.

Other relevant evidence

- The headteacher provides highly effective leadership for the school community. She is well supported by the depute headteacher and principal teacher. The headteacher's enthusiasm, determination and commitment motivates and empowers staff and the wider community to improve outcomes for all children.
- Children learn through a progressive religious and moral education programme across the school. This programme is responsive to the beliefs and values of individual children and their families. Children's own life experiences are used as a context for learning. Senior leaders should continue to work with teachers, children and parents to develop their inclusive approaches to religious observance.
- Children learn French across the school, building appropriately on prior learning to develop their listening, talking and writing skills as they progress through the school. Children from P5-7 also learn Urdu as their second language which is culturally inclusive for their school community.
- All children receive their entitlement to two hours high-quality physical education (PE) each week. PE lessons are taught by class teachers using the local authority progression frameworks. Senior leaders and teachers should continue to monitor the impact of the extended PE lessons, particularly with younger children.
- All children have access to a range of age-appropriate fiction and non-fiction texts in class libraries and have opportunities to visit the local library. The choice of books reflects a range of cultures.

Practice worth sharing more widely

- The school has a highly effective approach to working in partnership with children and parents to build a culture of equality. As a school community they wanted to recognise and celebrate the religious and culture beliefs of all children and their families.
- Regular 'spotlight skills' sessions for all children from nursery to P7 are provided with opportunities to develop skills for learning, life and work in engaging contexts. Across the school year, all children participate in real-life and relevant learning contexts including food and health, community and design and manufacturing. Where appropriate, partners support these sessions. During 'spotlight skills' sessions, children work with peers from different classes. They have the opportunity to apply literacy and numeracy skills in real contexts and learn skills linked to the world of work. Children, through the 'spotlight skills' sessions, are becoming aware of, and understanding, the value of the skills that they are developing. Supported by teachers, children reflect regularly on their progress in the range of skills that they are developing.

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

Braidbar Primary School Nursery Class

East Renfrewshire Council

23 May 2023

Key contextual information

Braidbar Nursery Class is situated within Braidbar Primary School in Giffnock, East Renfrewshire. It provides a service for 60 children aged three years to those not yet attending primary school. At the time of the inspection there were 64 children on the roll. The setting was a pilot for 1140 hours from August 2018. All children access either an extended day from 8 am until 6 pm for three days each week or 9 am until 3 pm for five days each week. All children are offered lunch. Parents are able to purchase additional hours of provision if they are available. Practitioners follow rotational working patterns. They manage these to include time to meet together for planning and self-evaluation. The nursery is led by the depute headteacher. It has a full-time teacher and a senior child development officer.

The nursery consists of a large playroom and secure outdoor area. They access other spaces in the primary school as required, including regular access to a wooded area.

2.3 Learning, teaching and assessment

very 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

- Relationships between practitioners, children and parents are very positive and nurturing across the nursery class. Children settle very well, with practitioners providing support and encouragement when required. The inclusive ethos ensures that children feel valued, safe and secure. This is supporting almost all children to be confident and motivated in their play. Children have developed friendship groups and play very well together. They are kind and respectful to their peers, sharing and taking turns well.
- Almost all children are engaged in their learning across the indoor and outdoor environment through spontaneous, well-planned and purposeful play. Practitioners have created an inviting learning environment, which allows children to explore and develop their curiosity, creativity and inquiry. Children are demonstrating their individuality in creative skills by designing and sewing their own costumes. Children access outdoor areas on a daily basis, engaging in a variety of exciting experiences in all weathers. They particularly enjoy playing in the Secret Garden where they explore nature and wildlife.
- Practitioners have a very good understanding of how young children learn and develop. They use their knowledge of early learning pedagogy very well to support all children including those with additional support needs. Practitioners' focus on promoting and nurturing early social and communication skills has impacted positively on children's language skills. Children enjoy demonstrating their proficiency in French and taking part in book sessions with their families. Practitioners use skilled questioning well to engage children in their learning, with most children responding confidently. They have implemented and continue to develop well their skills in scaffolding learning. Children access a range of digital technology to support and extend their learning.

- Practitioners know individual children very well. They document individual observations of children within an online platform. Practitioners should now ensure that observations focus on recording children's significant learning. This will support all practitioners to know the children even better as learners. Parents regularly share in children's progress through engagement with the online learning platform. Parents are engaging further in this process through responding and commenting on their children's posts. The nursery team work effectively with partner agencies to support children who have additional support needs extremely well.
- The nursery team has developed a system for planning which supports very positive outcomes for children. A blend of adult-initiated and child-initiated learning experiences meet the individual needs of all children well. Practitioners check children's progress at regular points across the year using the East Renfrewshire Council tracking system. The team engage in moderation activity with local establishments. This helps them understand national standards at the early level. The teacher and depute headteacher should continue with their plans to analyse the tracking data to give an overall coherent picture of all the children's progress over time.

2.1 Safeguarding and child protection

- 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. At the time of the inspection, there were no identified areas for development.

3.2 Securing children's progress

very 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

- Children are making very good progress in early language and communication, early mathematics and health and wellbeing.
- Young children who are new to the setting share their needs and preferences through words and gesture. Almost all children in their preschool year are articulate and use a wide range of vocabulary. They listen intently to practitioners and respond enthusiastically to questioning which challenges their thinking. They use books independently and can talk about the author and illustrator. Children use matrix barcodes to access and listen to their favourite stories on tablet computers. Most children are motivated to practise early writing skills. They write their name and have made many of the labels around the playroom. A few children write regularly for a range of purposes using well-formed letters and numbers.
- Almost all children use number confidently and meaningfully in their play and daily routines. Most children count beyond 10, can order numbers and enjoy the challenge of larger numbers. Almost all children join in singing number songs and rhymes with enthusiasm. They like to have fun with numbers, counting on and back as they play games. Almost all children are aware of time through the rhythm of their nursery day. Most children know the days of the week and seasons, exploring them as they spend time in the Secret Garden. Most children are deepening their understanding of position and direction through experimenting confidently with programmable toys. Practitioners continue to support children to build their confidence and experience across all early mathematical concepts.
- Children share how they are feeling with the nursery staff team each day as they arrive at nursery. Practitioners guide children very well to recognise a range of emotions. Almost all apply this understanding very well during the day. Children are competent at dressing for outdoor winter play and show resilience and enjoyment when playing outdoors in adverse weather. All children are gaining an understanding of healthy eating through self-selecting their snacks. They name and count fruits as they make fruit kebabs. Children sit well together at lunchtime and enjoy talking with each other as they have a meal. Most children understand how to take care of their body by brushing their teeth and taking part in vigorous physical activity in the gym hall.
- Children are making very positive progress in other areas of the curriculum. They are gaining confidence in speaking in French. A few children show a keen interest in sewing and use fabrics creatively to make their own costume. Outdoors, children enjoy birdwatching and like

finding out what birds eat. They record their findings on tablet computers. 'Spotlight Skills' sessions alongside P1 are enabling children to develop meaningful skills in learning, life and work.

- Almost all children are making very good progress over time including those experiencing barriers to learning. Senior leaders and the nursery team have helpful and increasingly well-documented evidence of the progress children make. Practitioners moderate and share the evidence they gather about children in their key groups to enable their colleagues to support children effectively in all play spaces.
- Children and the nursery team share their successes and achievements within the nursery and from home. Children demonstrate their learning in health and wellbeing by praising and recognising each other's achievements. Children have begun to access their online learning journals independently and benefit from reflecting on prior successes as well as adding new ones. Families are becoming more involved in sharing children's successes and achievements from home through adding them to the online journals.
- The values of the setting support the nursery team in promoting and ensuring equity for all. Staff know families very well and use transitions into the setting to find out about and plan for children's needs and preferences. The nursery team are attuned to when children need extra support to help them make progress. They link well with outside professionals to provide children with the support they need. The nursery team celebrate cultural and linguistic differences. They continue to find new ways to support children who have English as an additional language.

Practice worth sharing more widely

- Regular 'spotlight skills' sessions for all children from nursery to P7 are provided with opportunities to develop skills for learning, life and work in engaging contexts. Across the school year, all children participate in three real-life and relevant learning contexts including cooking, community and design. Where appropriate, partners support these sessions. During 'spotlight skills' sessions, children work with peers from different classes. They have the opportunity to apply literacy and numeracy skills in real contexts and learn skills linked to the world of work. Children, through the 'spotlight skills' sessions, are becoming aware of, and understanding, the value of the skills that they are developing. Supported by teachers, children reflect regularly on their progress in the range of skills that they are developing.

Explanation of terms of quantity

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

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

BRAIDBAR PRIMARY SCHOOL AND NURSERY CLASS: ACTION PLAN FOLLOWING EDUCATION SCOTLAND INSPECTION

Area for Improvement	Teachers in the school should continue to develop the quality of feedback they provide to children about their learning. This will better help children know what they need to do next to continue to improve. It will better support children to develop personal targets to increase ownership of their learning and progress.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All children receive high-quality feedback about their learning, including in-lesson feedback.</p> <p>All children know and can articulate what they need to do next to continue to improve.</p> <p>Almost all children can lead their own learning, as appropriate to age and stage, leading to a strong sense of ownership of their own learning and progress.</p>	<ul style="list-style-type: none"> Analyse responses from cluster 'Effective Feedback' evaluation questionnaires to identify the impact of cluster professional learning, including strengths and areas for improvement in teacher use of feedback. Continue to support teaching staff to refine their understanding of the relationship between LI/SC, high quality feedback and differentiated approaches to learning and teaching. Develop new approaches to sharing feedback during and after lessons to increase the impact of feedback, including through the use of digital technologies. Increase and improve the use of self- and peer-assessment to better support pupils to identify their own progress and next steps. Continue to improve the consistency of practice in using formative assessment to support learners' progress through curriculum development session and by carrying our peer visits. Increase the sharing of progress and next steps with parents at regular intervals using Seesaw. Further develop staff skills in using pedagogical approaches to increase learner independence during learning and teaching. 	<p>Senior Leadership Team</p> <p>Members of the Quality Improvement and Strategic Equity Fund Team</p> <p>QIO and Strategic Equity Fund Team</p> <p>Head Teacher</p> <p>Senior Leadership Team</p>	<p>June 2023</p> <p>From August 2023</p> <p>From October 2023</p> <p>From September 2023</p> <p>Ongoing</p>	<p>Questionnaire results</p> <p>ERC: Learning, Teaching & Assessment Hub</p> <p>QWIQR</p> <p>Gallery Critique</p> <p>SeeSaw Learning Hub</p> <p>Examples of good practice, locally and nationally.</p> <p>National Improvement Hub</p>	<p>School Improvement Plan and Standards and Quality Report</p> <p>Pupil dialogues show increased ability to articulate next steps</p> <p>All feedback to pupils shows clear links to LI/SC</p> <p>Identified next steps informs teacher planning</p> <p>Parental questionnaire</p> <p>Learning observations show pupils ability to work more independently</p> <p>Quality Assurance</p>

**BRAIDBAR PRIMARY SCHOOL AND NURSERY CLASS:
ACTION PLAN FOLLOWING EDUCATION SCOTLAND INSPECTION**



Area for Improvement	Staff in the nursery should continue to improve further the use of a range of information to ensure a coherent overview of children's progress over time across the curriculum				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All staff in the nursery make very good use of a range of information to build a coherent overview of children's progress.</p> <p>Children experience appropriate levels of support and challenge across the curriculum.</p>	<ul style="list-style-type: none"> Increase practitioners' understanding and theoretical knowledge of child development (Early Level). Develop practitioners' skills in observation of children's abilities, how they learn through play. Use this knowledge to create appropriate learning experiences and environments within the Curriculum. Extend the range of data gathered in order to understand children's progress and to plan meaningful learning experiences. Develop ways of documenting children's learning and development so that this can be tracked over time to demonstrate progress. Continue to visit other settings to share practice and moderate approaches. Increase the sharing of progress and next steps with parents/carers at regular intervals using Seesaw and in person. 	<p>Early Years Neighbourhood Colleagues</p> <p>Early Years Development Officer</p> <p>Educational Psychologist</p> <p>DHT of Nursery Class</p> <p>CT of Nursery Class</p> <p>Nursery Team (SCDO, CDOs and Play Workers)</p>	<p>October 23</p> <p>Ongoing 23/24</p> <p>Ongoing 23/24</p> <p>October 23</p> <p>Ongoing 23/24</p>	<p>Reflection notes made during visits to other settings, locally and wider</p> <p>Realising the Ambition: Being Me (Scottish Government)</p> <p>GIRFEC (Scottish Government)</p> <p><i>Child Observation</i> (I. Palaiologou)</p> <p><i>Starting from the Child</i> (J. Fisher)</p> <p><i>Supporting Creativity and Imagination in the Early Years</i> (B Duffy)</p> <p><i>The Excellence of Play</i> (J. Moyles)</p> <p>National Improvement Hub</p> <p>Care Inspectorate Hub</p> <p>ERC Tracking Tool</p>	<p>School and Nursery Class Improvement Plan</p> <p>Seesaw posts, floor books and wall displays show progression in learning experiences</p> <p>Observation notes from visits and practitioners' professional dialogue meetings show an increased understanding of child development</p> <p>Moderation Cycle 'Wall'/Planning Evaluations show that experiences reflect data being used, theory being applied and progress tracked</p> <p>Parent/Carer questionnaires, conversations, comments on Seesaw</p> <p>Notes/film clips of conversations with children about their learning</p>