

# Summarised inspection findings

**Langlands Primary School Nursery Class**

Angus Council

23 September 2025

## Key contextual information

Langlands Primary School Nursery Class is based within Langlands Primary School, in Forfar, Angus. There is a large playroom, a sensory room and an outdoor space. The setting is registered to take 32 children at any one time. There are currently 36 children on the roll. Children attend between the age of three years to those not yet attending primary school. The nursery is open from 8.45 am - 2.45 pm during term time. Children can attend over two, three or five days.

The headteacher has overall strategic responsibility for the nursery class. The depute headteacher has day to day responsibility for the setting. There is a newly appointed senior early years practitioner. There are five early years practitioners, two early years assistants and a modern apprentice.

### 2.3 Learning, teaching and assessment

**good**

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

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

- Children demonstrate independence in their play and show respect for others very well. Practitioners have developed a calm, nurturing and inclusive ethos and have established positive relationships with children. Almost all children are highly motivated indoors and outdoors in creative and imaginative play experiences. Practitioners support children who are learning to regulate their behaviour with supportive strategies, such as distraction and using visuals. This is beginning to have a positive impact to ensure high levels of engagement in learning experiences. As planned, senior leaders and practitioners should continue to embed this into practice with further strategies and training. This will support practitioners to be consistent in their approaches with all children.
- Practitioners use commentary and questions well to support children during their play. Practitioners should continue to develop their effective questioning skills to extend children's learning and offer challenge and support if needed. The majority of children engage with digital devices to read familiar stories and use the interactive whiteboard to make marks. Practitioners should now explore rich learning experiences to ensure children make progress with digital skills.
- Practitioners use spontaneous and planned observations to record children's learning experiences and progress. These are recorded well in children's learning folios, in floorbooks and on wall displays. Most children enjoy revisiting their learning with their peers and are proud of the progress they have made. Practitioners identify next steps for learning for children well. Senior leaders and practitioners should continue to develop opportunities for parents to come into the nursery and engage with their child's learning. With the introduction of online learning journals, practitioners should ensure parents are involved in their child's learning and are making valuable contributions.

- Most practitioners plan high quality learning experiences over a variety of timescales well. They use a balance of responsive and intentional planning to effectively deliver a varied curriculum to all children. They know individual children well and how to successfully meet their needs. Practitioners plan according to children's ideas and interests well. They track literacy, numeracy, health and wellbeing and developmental milestones effectively. They track other areas of the curriculum effectively. Practitioners use this information well to plan children's next steps and identify further learning opportunities.
- Practitioners have created a highly inclusive environment and plan very well for children with additional support needs. They agree appropriate, manageable next steps with partners and parents, to support children to make progress. These are effectively reviewed regularly and adapted to ensure children continue to develop their skills. Senior leaders and practitioners should now consider using frameworks to support planning for the environment in line with the school to support this further. This should enable practitioners to have a clear understanding of the impact of the environment and strategies to ensure the best possible outcomes for children.

## 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. Areas for development have been agreed with the school and the education authority.

### 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
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- Children are making very good progress in communication and early language. Almost all children listen very well to stories and engage with books independently. Most children listen to and follow instructions and routines well. Practitioners have developed literacy rich environments indoors and outdoors to support mark making. Children engage very well with these environments to develop their fine and gross motor skills. Most children confidently form letters and numbers and write their names. They are beginning to scribe new words. Almost all children confidently ask questions to find out more information. Children now need more opportunities to engage in familiar songs and rhymes.
  - Children are making very good progress in early mathematics. Children explore and recognise two-dimensional shapes and are beginning to classify three-dimensional objects. Children recognise pattern and symmetry and confidently sort and match objects. Children understand non-standard units and compare sizes to develop their concept of measurement. Most children understand that number represents quantities and confidently count up to 10 and beyond. Children use positional language very well. Most children have an awareness of money and are interested to learn more. Children should now be given opportunities to develop their understanding of how to use money in real-life contexts.
  - Children are making very good progress in health and wellbeing. Almost all children successfully recognise their emotions such as happy, sad, excited and shocked and understand these can change. Most children are confident in assessing risks and know how to keep themselves safe. For example, wearing sun hats and cream to protect themselves when outside to prevent them from getting burnt. Children understand the importance of keeping themselves healthy with good hygiene routines and making healthy choices. Children run, climb, ride bikes, balance and jump confidently. Almost all children are independent when getting ready for outdoors and during snack and lunch time routines.
  - Children are making very good progress over time across most areas of the curriculum. Children are confident and motivated to engage in experiences which promote curiosity and creativity. They access resources imaginatively and independently to enhance their play. For example, children are highly motivated in learning about science, such as forces, by using magnets in their play.

- Children's achievements are captured and celebrated on the 'proud cloud' and during school assemblies. Their achievements are linked to their values. Parents can share achievements from home, and these are celebrated with children. Children know they are listened to and valued. As planned, practitioners should now explore ways to further develop this within the nursery. For example, for children not attending the school assembly, finding a suitable way to celebrate their successes.
- Practitioners know families well and are aware of circumstances which may present barriers to learning. They ensure equity for all children through discreet and sensitive support. Senior leaders and practitioners provide financial support and guidance to further help when needed. Senior leaders and practitioners should continue to ensure that support is located within the nursery and not only the school. This will ensure families are not missing out on opportunities of support, such as access to items of clothing.

## 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.