

REPORT TO: SCRUTINY COMMITTEE – 17 APRIL 2013

REPORT ON: EDUCATION SCOTLAND (HMIE) INSPECTION OF ARDLER PRIMARY SCHOOL AND NURSERY CLASS

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 167-2013

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to report on the findings of Education Scotland (HMIE) following an inspection at Ardlar Primary School and Nursery Class.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Director of Education to monitor progress towards meeting the areas for improvement contained in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 None.

4.0 MAIN TEXT

4.1 Ardlar Primary School and Nursery Class were inspected by Education Scotland (HMIE) in January 2013. They published a report on their findings on 19 March 2013. At the time of the inspection 142 children were on the primary school roll and a further 59 children were receiving pre-school education in the nursery on a part-time basis.

4.2 The inspectors identified the following strengths of the school and nursery class:

- Enthusiastic and responsible children who are proud of their school and nursery.
- The creative ways that children apply their ICT skills.
- Links with parents, partners and the community which enhance children's experiences.
- The headteacher's and principal teacher's leadership in improving the school ethos and climate for learning.

4.3 The following areas for improvement were agreed with the school and education authority:

- Improve arrangements for meeting children's needs at the primary stages.
- Improve primary-aged children's attainment in reading and writing.
- Use self-evaluation in a focused way to secure further improvements in learning, teaching and curriculum development.

4.4 Quality Indicators

4.4.1 Education Scotland (HMle) reports using a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
adequate/satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.4.2 The following quality evaluations were given at this inspection:

Quality Indicator	Primary School	Nursery Class
Improvements in performance	Satisfactory	Good
Children's experiences	Good	Good
Meeting learning needs	Weak	Good
	For both the school and nursery class	
The curriculum	Satisfactory	
Improvement through self-evaluation	Satisfactory	

4.5 Ardler Primary School's *School Improvement Plan (2012-2015)* already includes a focus on the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement calendars. The attached appendix outlines improvements made to date.

4.6 HMle indicated that Ardler Primary School and Nursery Class needs additional support and more time to make necessary improvements. Therefore, it is their intention to engage in an interim support visit, work alongside the local authority and maintain contact to monitor progress. It is also their intention to return to evaluate progress in improving provision within one year of the publication date of the report.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any implications in respect of Sustainability, Strategic Environment Assessment, Anti-Poverty and Equality Impact Assessment and Risk Management. There are no major issues.

6.0 CONSULTATION

6.1 This report has been subject to consultation with the Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services.

7.0 BACKGROUND PAPERS

7.1 The following Background Papers were relied upon in preparation of this Report:

- Education Scotland (HMle) Inspection Report for Ardler Primary School and Nursery Class, Dundee City Council – March 2013.

MICHAEL WOOD
Director of Education

April 2013

Dundee City Council
Education Department
Scrutiny Committee Report
Inspection and Reporting

Inspection Agency	Education Scotland (HMIE)
Report publication date	19 March 2013

Name of establishment	Ardler Primary School and Nursery
Sector	Primary/Nursery
Name of headteacher / manager	Louise Reid
Roll	142 plus 59 part time nursery pupils

Inspection Outcomes

Quality Indicator	Nursery	Primary	Secondary
Improvements in performance	good	satisfactory	
Learners' experiences	good	good	
Meeting learning needs	good	weak	
The curriculum	satisfactory	satisfactory	
Improvement through self-evaluation	satisfactory	satisfactory	

The report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Key Strengths

<p>Enthusiastic and responsible children who are proud of their school and nursery</p> <p>The creative ways that children apply their ICT skills.</p> <p>Links with parents, partners and the community which enhance children's experiences.</p> <p>The headteacher's and principal teacher's leadership in improving the school ethos and climate for learning.</p>

Areas for Improvement and Action

<p>Improve arrangements for meeting children's needs at the primary stages</p> <p>Improve primary-aged children's attainment in reading and writing</p> <p>Use self-evaluation in a focused way to secure further improvements in learning, teaching and curriculum development</p>

Analysis of Report
<ul style="list-style-type: none"> • The School Improvement Plan 2012/15 already identified and reflected the areas for improvement and action and provides a clear strategic focus for school improvement.
<ul style="list-style-type: none"> • Since January 2013 Ardler Primary School has had an increased allocation of quality support for learning to address some of the significant issues related to Additional Support Needs across the primary stages.
<ul style="list-style-type: none"> • 5.3 Meeting Learners' Needs will be a major focus for development during the remainder of this session.
<ul style="list-style-type: none"> • SPIs in place for children in the Early Years and drafted for P4-7 pupils
<ul style="list-style-type: none"> • Dundee Educational Psychologist training planned for staff on addressing barriers to learning
<ul style="list-style-type: none"> • Dundee Educational Psychologist parental evening planned by school Parent Council
<ul style="list-style-type: none"> • Involvement in Social and Emotional Development study
<ul style="list-style-type: none"> • Discovery Group (for children with low self-esteem) now established
<ul style="list-style-type: none"> • As part of the Department priority to introduce co-operative learning to all schools in Dundee, 6 staff have now attended these academies, with another 3 booked in for training this session. Staff already trained have cascaded strategies to their colleagues to share good practice. HMIE identified that children at the middle stages were benefiting from learning to work together better in cooperative groups. Staff and HMIE already report that this is having a beneficial impact on learning and teaching.
<ul style="list-style-type: none"> • Rigorous consultation between management, support for learning and class teachers now strategically planned.
<ul style="list-style-type: none"> • Again, in line with Departmental priorities, the school is in phase 1 for the implementation of On Track with Learning, with PT identified as Lead Personnel to take this forward. Staff in the nursery and early years are embracing Responsive Planning and continue to be supported by the link Development Officer.
<ul style="list-style-type: none"> • Literacy and English curriculum development will be a major focus during the remainder of this session.
<ul style="list-style-type: none"> • Training taken place from Quality Improvement Officer on Reading at February In Set. Plans in place for staff to visit other establishments.
<ul style="list-style-type: none"> • Dundee City Council Writer in Residence to work with P4-7 during May 2013
<ul style="list-style-type: none"> • Successful reading focus week held in March for Nursery to P7, involving partners from Baldrigon Academy, parents, Tayside Contracts, Educational Support Officer, Writer in Residence, students and school library service
<ul style="list-style-type: none"> • Staff booked into 'Big Talk' and 'Big Write' Andrell Education training which is to be cascaded to all staff
<ul style="list-style-type: none"> • Staff tutor CfE has already begun to work with teaching staff on moderation and assessment
<ul style="list-style-type: none"> • Successful Curriculum Evening held in March 2013 for parents and positive feedback given on the value of the evening
<ul style="list-style-type: none"> • Meaningful involvement of parents and pupils in evaluation of Learning Journeys
<ul style="list-style-type: none"> • Systematic analysis of PIPs and InCAS baseline assessments to identify key strengths and next steps in learning
<ul style="list-style-type: none"> • Clearly there is more to achieve but the school has continued to develop a great deal and are confident that plans for further improvements will secure raised attainment and achievement for all learners.
<ul style="list-style-type: none"> • HMIE have indicated that they will return in January 2014 to follow through on the outcomes of the original report and will publish a report to parents/carers on their findings.

19 March 2013

Dear Parent/Carer

**Ardler Primary School and Nursery Class
Dundee City 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 the development of children's 'learning journeys' and transition arrangements between the nursery and P1. 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?

Children are very proud of their school and are keen to learn. They feel safe in school and almost all are very polite and well-behaved. Nursery children benefit from daily opportunities to choose how they spend their time and what they play with, including solving challenges outdoors. At the primary stages, children enjoy their class work most when they feel responsible for their own learning and can choose how to go about it. All children have begun to develop 'learning journey' folders, which help to build a picture of their progress. Most primary children say that they enjoy using their learning journeys and that they help them to set targets and review their own work. Children at the middle stages are benefiting from learning to work together better in cooperative groups. These effective new approaches to learning and teaching now need to be used more consistently across the school. Across the school, children are developing a number of important skills for life. Nursery children are developing independence by helping prepare snacks and getting themselves ready to play outdoors. Primary-aged children really appreciate the improved opportunities they now have to be involved in the life of their school. Many are developing important leadership skills, for example as house captains, monitors and nursery helpers. Children across the nursery and primary stages are making good progress in learning about their health and wellbeing. The majority of children now attend a lunchtime or after-school club. The 'Active in Ardler' week provides lots of worthwhile activities for children to learn about keeping themselves fit and healthy.

In the nursery class, children are progressing well in developing early literacy and numeracy skills. Many enjoy looking at books and listening to stories. Most children can count, sort and match and a few have a sound understanding about numbers. At the primary stages, the majority of children are making appropriate progress in their learning. A few children achieve well, but across the school a significant number could achieve more. At different stages, children have produced good pieces of writing for different purposes. However, overall standards in writing are not high enough and children do not yet write at sufficient length. Children at different stages read fluently but many need to practise more often in different and more challenging contexts. The school has recently taken action to improve children's attainment in mathematics and there are signs that this is having a positive effect. By P7, children work with decimals and fractions confidently and use different strategies to solve mathematical problems.

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

The curriculum ensures a broad and balanced range of learning for all children. Across the nursery and school, staff have made a positive start to improving programmes of work by using Curriculum for Excellence guidance. Teachers have recently improved the programme for information and communications technology (ICT). As a result, children now use ICT in more creative ways, for example to produce the school newsletter and make movie trailers. Staff should now continue with their plans to develop the curriculum further to ensure that children progress well across all areas of their learning. Children are supported well in moving from nursery to P1. Early years staff should continue with their plans to work together closely to develop these transition arrangements further. Strong links with Baldragon Academy help children at P7 to prepare well for secondary school.

Across the school, staff know children and their families well. All staff contribute to helping children feel safe and well cared for. In the nursery class, staff meet the learning needs of children well. They take good account of children's different abilities and provide support to those who need extra help. In the primary classes, children's learning needs are not well met. Most lessons are pitched at the right level for

most children. However, approaches are not yet effective enough to challenge higher-achieving children. Overall, the school's arrangements for supporting children with additional needs are not effective. Staff need to provide stronger, better-planned support for the high numbers of children who need individual programmes for their learning.

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

The headteacher knows the school well. She is well respected by children, parents and staff, who appreciate the way she has improved the school ethos for all. She is supported ably by the principal teacher. Together they have made improvements to the ways that the school evaluates its work. They observe lessons, sample children's work and give staff helpful feedback on their planning. They have identified the need to track children's progress across the nursery and school more closely. Along with staff, they should use self-evaluation approaches in a more focused way to bring about further improvements. Children are now more involved in taking aspects of school improvement forward through working in the Eco committee or school council. The new Parent Council is keen to work with staff and children in helping to improve the school.

This inspection found the following key strengths

- Enthusiastic and responsible children who are proud of their school and nursery.
- The creative ways that children apply their ICT skills.
- Links with parents, partners and the community which enhance children's experiences.
- The headteacher's and principal teacher's leadership in improving the school ethos and climate for learning.

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

- Improve arrangements for meeting children's needs at the primary stages.
- Improve primary-aged children's attainment in reading and writing.
- Use self-evaluation in a focused way to secure further improvements in learning, teaching and curriculum development.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer along with the local authority will discuss the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will return to evaluate aspects of provision and the progress in improving provision within twelve months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Lesley A Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ArdlerPrimarySchoolDundeeCity.asp> . If you would like to receive this report 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 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?*¹. 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.

Here are the evaluations for Ardler Primary School.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	weak

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

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

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

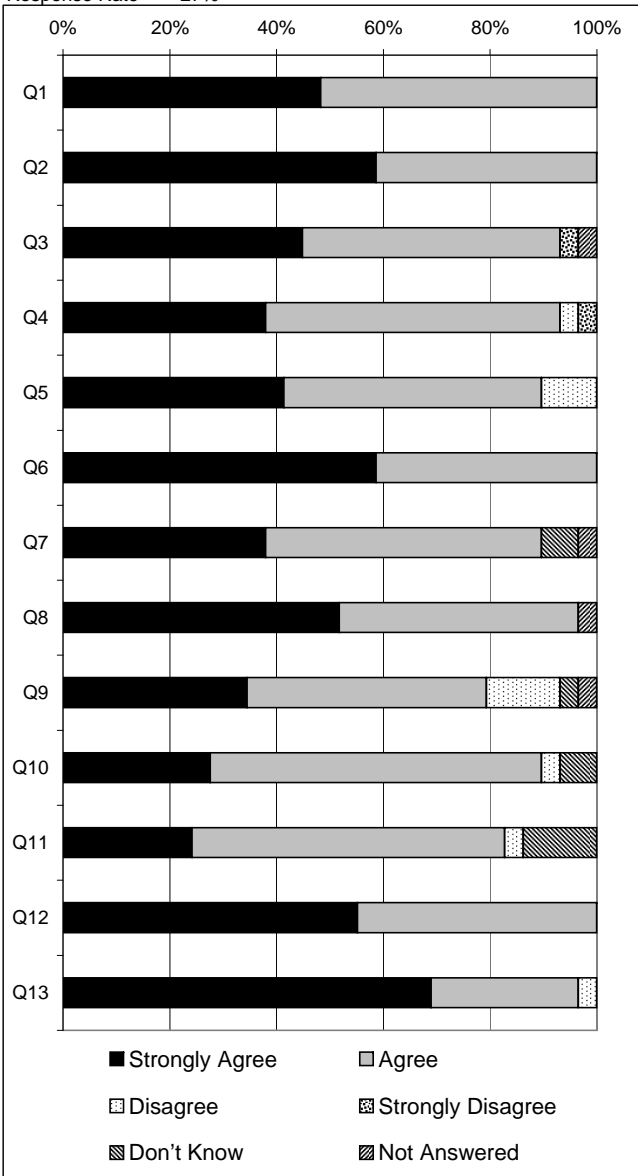
A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ArdlerPrimarySchoolDundeeCity.asp>.

¹ *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

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Ardler Primary School
 SEED Number 5323428
 Quest. Issued 107
 Quest. Input 29
 Response Rate 27%

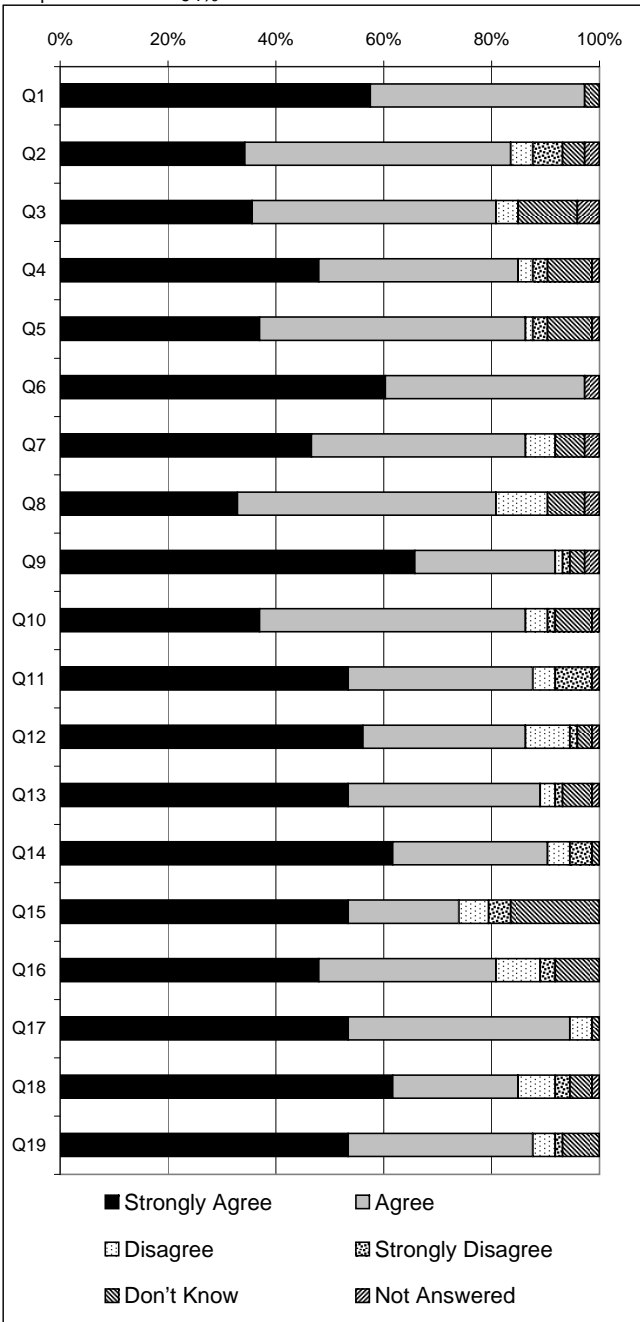


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	48%	52%	0%	0%	0%	0%	100%	0%
Q2	My child enjoys learning at school.	59%	41%	0%	0%	0%	0%	100%	0%
Q3	My child's learning is progressing well.	45%	48%	0%	3%	0%	3%	93%	3%
Q4	My child is encouraged and stretched to work to the best of their ability.	38%	55%	3%	3%	0%	0%	93%	7%
Q5	The school keeps me well informed about my child's progress.	41%	48%	10%	0%	0%	0%	90%	10%
Q6	My child feels safe at school.	59%	41%	0%	0%	0%	0%	100%	0%
Q7	My child is treated fairly at school.	38%	52%	0%	0%	7%	3%	90%	0%
Q8	I feel staff really know my child as an individual and support them well.	52%	45%	0%	0%	0%	3%	97%	0%
Q9	My child benefits from school clubs and activities provided outside the classroom.	34%	45%	14%	0%	3%	3%	79%	14%
Q10	The school asks for my views.	28%	62%	3%	0%	7%	0%	90%	3%
Q11	The school takes my views into account.	24%	59%	3%	0%	14%	0%	83%	3%
Q12	The school is well led.	55%	45%	0%	0%	0%	0%	100%	0%
Q13	Overall, I am happy with the school.	69%	28%	3%	0%	0%	0%	97%	3%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Ardler Primary School
 SEED Number 5323428
 Quest. Issued 78
 Quest. Input 73
 Response Rate 94%

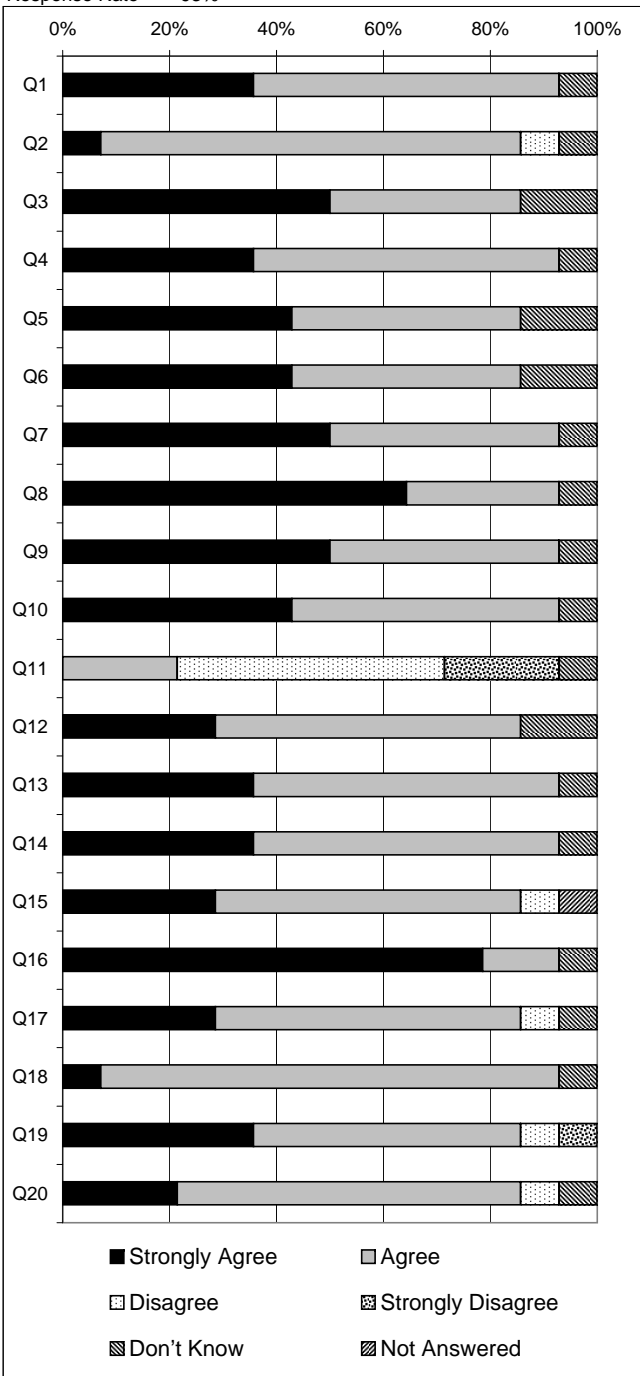


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	58%	40%	0%	0%	3%	0%	97%	0%
Q2	I enjoy learning at school.	34%	49%	4%	5%	4%	3%	84%	10%
Q3	I am getting along well with my school work.	36%	45%	4%	0%	11%	4%	81%	4%
Q4	Staff encourage me to do the best I can.	48%	37%	3%	3%	8%	1%	85%	5%
Q5	Staff talk to me regularly about how to improve my learning.	37%	49%	1%	3%	8%	1%	86%	4%
Q6	I get help when I need it.	60%	37%	0%	0%	0%	3%	97%	0%
Q7	Staff listen to me and pay attention to what I say.	47%	40%	5%	0%	5%	3%	86%	5%
Q8	I have a say in making the way we learn in school better.	33%	48%	10%	0%	7%	3%	81%	10%
Q9	Staff expect me to take responsibility for my own work in class.	66%	26%	1%	1%	3%	3%	92%	3%
Q10	Staff and pupils treat me fairly and with respect.	37%	49%	4%	1%	7%	1%	86%	5%
Q11	I feel safe and cared for in school.	53%	34%	4%	7%	0%	1%	88%	11%
Q12	I have adults in school I can speak to if I am upset or worried about something.	56%	30%	8%	1%	3%	1%	86%	10%
Q13	I find it easy to talk to staff and they set a good example.	53%	36%	3%	1%	5%	1%	89%	4%
Q14	Staff make sure that pupils behave well.	62%	29%	4%	4%	1%	0%	90%	8%
Q15	Staff are good at dealing with bullying behaviour.	53%	21%	5%	4%	16%	0%	74%	10%
Q16	The pupil council is good at getting improvements made in the school.	48%	33%	8%	3%	8%	0%	81%	11%
Q17	The school encourages me to make healthy-food choices.	53%	41%	4%	0%	1%	0%	95%	4%
Q18	I take part in out-of-class activities and school clubs.	62%	23%	7%	3%	4%	1%	85%	10%
Q19	I know what out-of-school activities and youth groups are available in my local area.	53%	34%	4%	1%	7%	0%	88%	5%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name Ardler Primary School
 SEED Number 5323428
 Quest. Issued 15
 Quest. Input 14
 Response Rate 93%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	36%	57%	0%	0%	7%	0%	93%	0%
Q2	All pupils are given activities which meet their learning needs.	7%	79%	7%	0%	7%	0%	86%	7%
Q3	Pupils are involved in setting learning targets.	50%	36%	0%	0%	14%	0%	86%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	36%	57%	0%	0%	7%	0%	93%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	43%	43%	0%	0%	14%	0%	86%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	43%	43%	0%	0%	14%	0%	86%	0%
Q7	Pupils take an active part in their learning.	50%	43%	0%	0%	7%	0%	93%	0%
Q8	Staff treat all pupils equally.	64%	29%	0%	0%	7%	0%	93%	0%
Q9	Staff and pupils respect each other.	50%	43%	0%	0%	7%	0%	93%	0%
Q10	The pupils are well behaved.	43%	50%	0%	0%	7%	0%	93%	0%
Q11	Support for pupils with additional support needs is effective.	0%	21%	50%	21%	7%	0%	21%	71%
Q12	Parents are fully involved in the school and their children's learning.	29%	57%	0%	0%	14%	0%	86%	0%
Q13	I have been actively involved in developing the school's vision and values.	36%	57%	0%	0%	7%	0%	93%	0%
Q14	I am actively involved in setting priorities to improve the school.	36%	57%	0%	0%	7%	0%	93%	0%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	29%	57%	7%	0%	0%	7%	86%	7%
Q16	I am aware of the school's procedures for protecting children.	79%	14%	0%	0%	7%	0%	93%	0%
Q17	Leadership at all levels is effective.	29%	57%	7%	0%	7%	0%	86%	7%
Q18	Staff communicate effectively with each other.	7%	86%	0%	0%	7%	0%	93%	0%
Q19	I have good opportunities to take part in continuing professional development.	36%	50%	7%	7%	0%	0%	86%	14%
Q20	Staff across the school share good practice.	21%	64%	7%	0%	7%	0%	86%	7%

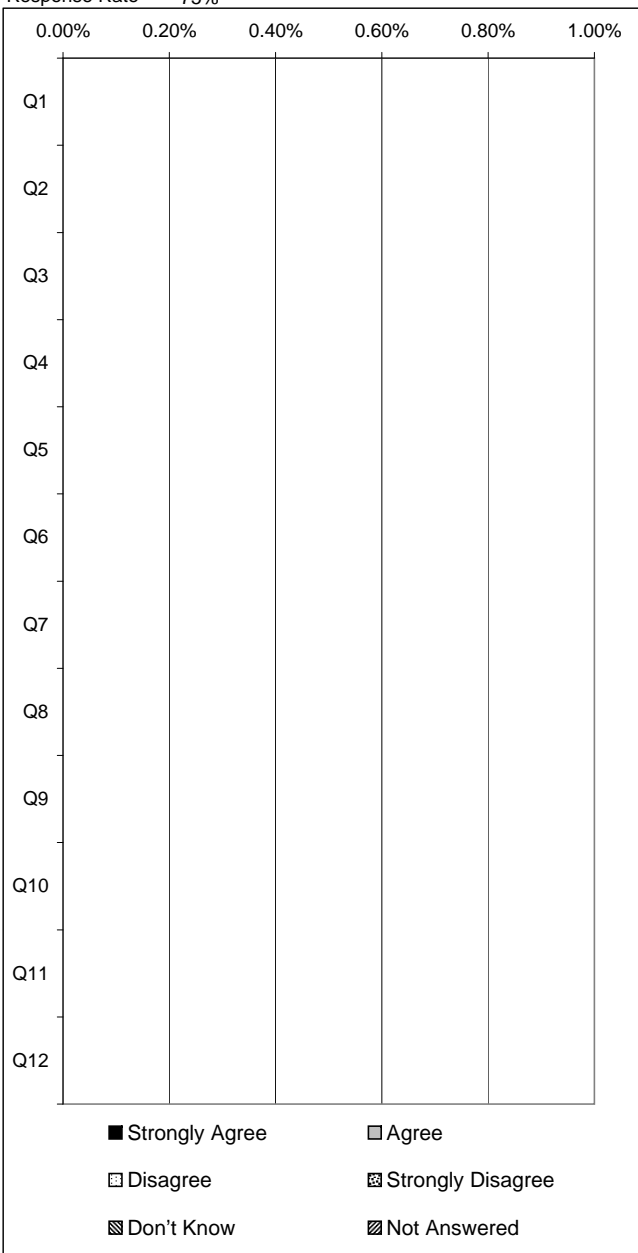
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name Ardler Primary School
 SEED Number 5323428
 Quest. Issued 12
 Quest. Input 9
 Response Rate 75%

Fewer than 10 responses received therefore the data has not been published.



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Nursery Staff Questionnaire Summary

Centre Name Ardler Primary School

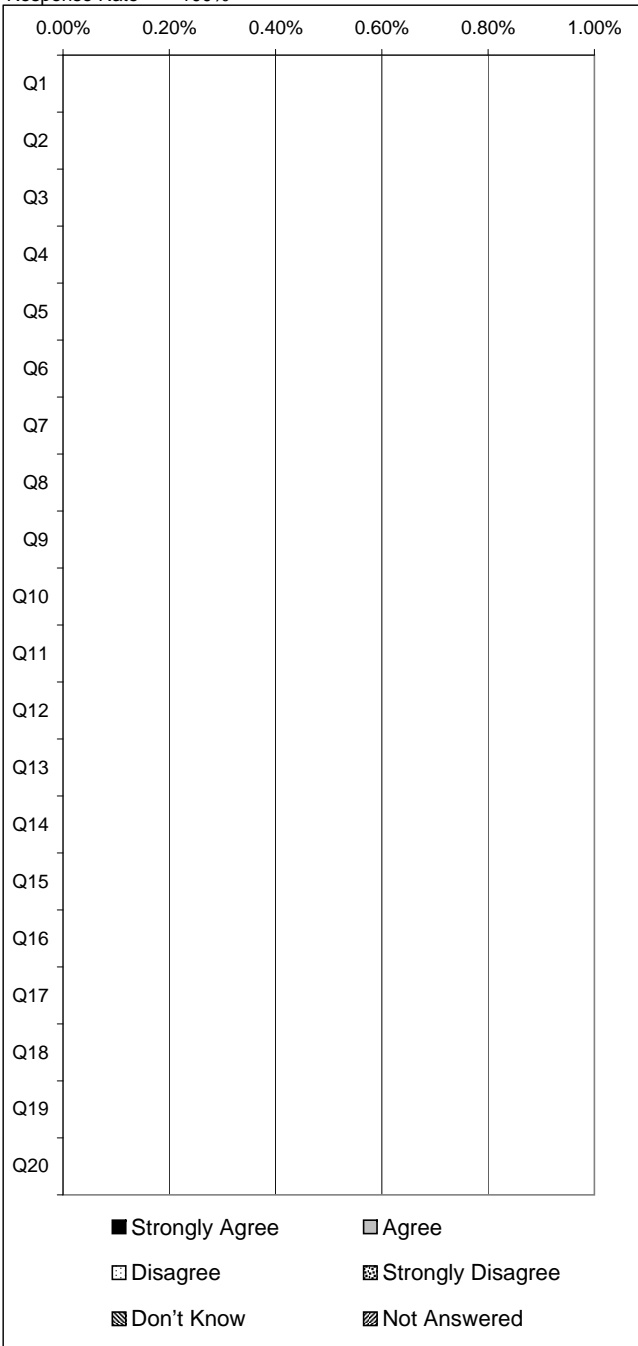
SEED Number 5323428

Quest. Issued 2

Quest. Input 2

Fewer than 10 responses received therefore the data has not been published.

Response Rate 100%

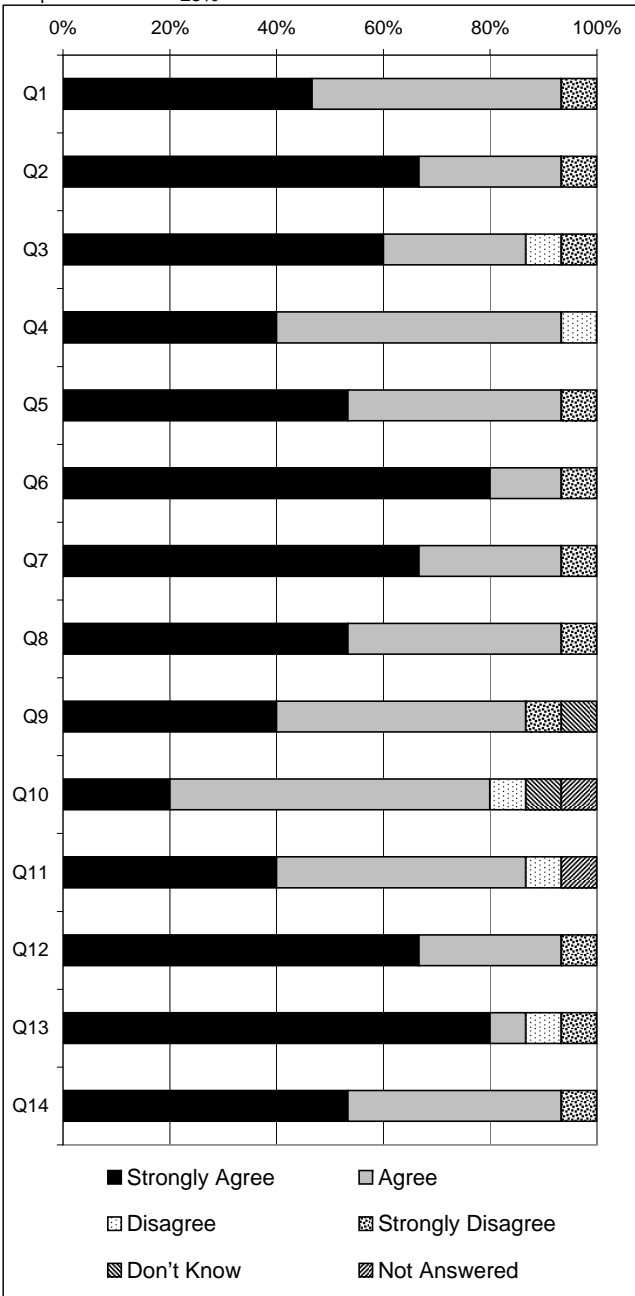


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	Staff provide activities which meet the learning needs of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Children are involved in talking about what they will learn.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Staff give children regular feedback and encouragement on their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Children have opportunities to evaluate their own and other children's work.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for children's views on how play activities can be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Children are motivated and engaged in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all children equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and children respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The children are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for children with additional support needs, including behaviour problems, is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the nursery and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the nursery's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities for improving the nursery.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the nursery's procedures relating to child protection.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the nursery share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Nursery Parent Questionnaire Summary

Centre Name Ardler Primary School
 SEED Number 5323428
 Quest. Issued 59
 Quest. Input 15
 Response Rate 25%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The nursery helps my child to be more confident.	47%	47%	0%	7%	0%	0%	93%	7%
Q2	My child enjoys the learning experiences at the nursery.	67%	27%	0%	7%	0%	0%	93%	7%
Q3	My child's learning is progressing well.	60%	27%	7%	7%	0%	0%	87%	13%
Q4	My child finds most learning activities stimulating and challenging.	40%	53%	7%	0%	0%	0%	93%	7%
Q5	The nursery keeps me well informed about my child's progress.	53%	40%	0%	7%	0%	0%	93%	7%
Q6	My child feels safe in the nursery.	80%	13%	0%	7%	0%	0%	93%	7%
Q7	My child is treated fairly in the nursery.	67%	27%	0%	7%	0%	0%	93%	7%
Q8	I feel staff really know my child as an individual and support him or her well.	53%	40%	0%	7%	0%	0%	93%	7%
Q9	Staff work in partnership with me to care for and educate my child.	40%	47%	0%	7%	7%	0%	87%	7%
Q10	The nursery asks for my views.	20%	60%	7%	0%	7%	7%	80%	7%
Q11	The nursery takes my views into account.	40%	47%	7%	0%	0%	7%	87%	7%
Q12	The nursery is well led.	67%	27%	0%	7%	0%	0%	93%	7%
Q13	Overall, I am happy with the care and education my child gets in the nursery.	80%	7%	7%	7%	0%	0%	87%	13%
Q14	The nursery has good arrangements for children starting nursery, moving between stages and starting school.	53%	40%	0%	7%	0%	0%	93%	7%

Note: Will not always sum to 100% due to rounding