# landscapeA4SQRCover

**Cloverbank Nursery**

The summary report is provided for parents/careers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

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|  | **Our achievements and improvements this year.** |
| **We would like to highlight the following improvements/achievements:**  Engaging with parents was part of our 2016-2017improvement plan. We are delighted of the success of our engagement throughout this year. Our Team leader Fiona Clunie who is our Parent co-ordinator has worked immensely to develop programmes and events for all parents/carers to become involved in the life and learning of the nursery. By using the results of the questionnaires asking what type of leisure and learning you would like she engaged with third sector and volunteers to provide them.  Linked to this were our very successful leaders of learning stay and play sessions which involved all our staff who have a specific key role for leading learn9ng in areas such as science, literacy, outdoor learning and others. Many of these groups were well attended and the comments on the evaluations were so positive that we will continue this model as a vehicle to engaging with parents as an integral part of our nursery curriculum.  We feel very privileged to have had the opportunity to share some of the very good work that goes on within Cloverbank Nursery.  We were fortunate to be part of a Transitions group/network led by Janice that produced learning programmes based on ‘The rainbow fish’ for both nursery and primary and adopted as good practise by Glasgow city council and Education Scotland and published on both their websites.  In February 2017 Janice was asked to present at an Education Scotland Conference on ‘Sense over Sectarianism’ and how we used this approach as part of the children’s transition to school. Janice was asked again to present for Education Scotland on ‘Learning for Sustainability’……Outdoor Learning. It has been such an honour so share our good practise in the National Arena and have the recognition of leading learning in these particular areas. This could not have been possible without the partnerships we have formed with our parents and the dedication of the staff team in striving to raise the quality of provision for our children and families. We also hosted an Open Doors event in conjunction with Knightswood Primary School to showcase our success in working together to make transitions meaningful.  **Key developments**  ***leadership of change QI 1.3***  We continue to work within Knightswood Learning Community which consists of 3 Early years’ establishments, Bankhead, Blairdardie, Knightswood, Scotstoun and the newly built Clyde Primary Schools and Knightswood Secondary School. This year has seen the very successful Learning community approach to transitions from Nursery to Primary school. To ensure our transitions were purposeful, progressive and continuous our transitions began in the September 2016 before the August 2017 school intake. This allowed us time to discuss the children’s achievements and learning needs at the early level as they move on to school. This transition programme ensures that prior learning is built upon and revisited as part of the first few weeks at primary school to support children in becoming confident in their knowledge base of ‘the rainbow fish’ in a different context and setting. Many of our parents attended the literacy evening which was delivered by Blairdardie school staff with their children.  ***Developments in learning and teaching and assessment Q1 2.3***  There is a strong commitment to relationships with children and parents which we consider as the valuable foundations on which our service develops upon. This has been evident in our partnership working to increase children’s opportunities for learning at home and within their local community.  All staff have a very good understanding of child development and early learning pedagogy and use this effectively and responsively their practice to enhance the quality of adult/child interactions. Our current training programme ensures all staff keep abreast of new developments and approaches to learning which supports children’s creativity in learning.  We are very privileged to have the outdoor space that we have. This area has been carefully thought out to support children’s creativity in learning and Learning for sustainability to develop their knowledge of the environment, growing food for healthy lifestyles, learning about biodiversity in the wild garden area and also to develop a love for the peace and tranquillity which the outdoor environment brings. We will continue with our Forest Schools approach with Alison leading it. There will be many opportunities for parents and carers to once again engage with their children in learning for sustainability.  ***Progress in promoting well-being equality and inclusion QI 3.1***  As part of our vision, values and aims we strive to support all children to reach their fullest potential by  promoting opportunities for all within an ethos of inclusion. From the onset of enrolment children and family needs are discussed and a framework of support put in place should this be required for the child or parent. This support network may include additional services such as health and social work and our third sector colleagues such as 3D Drumchapel, school gates etc.  There is a robust system in place to ensure that children’s Well-being assessment plans (WAP) are in place to support children who have additional challenges. These plans along with others have determined the remit of our learning support assistant to ensure she is used effectively to support children in attaining targets set out in their WAP plans.  To support well-being and equality all our children take part in weekly PATHS sessions which promotes the ethos and values of respect for one and other. This can be seen throughout children’s engagement with each other and within the environment.  Using our values in promoting inclusion for all determines how we engage with parents at all levels. We approach these engagements in three tiers. One for parents who want to learn more about how they can support their children at home, another for our parents who are experiencing difficulty and hardship and thirdly parents learning programmes which supports parents confidence in pursuing further education or employment.  **Progress in children’s learning /raising attainment and recognising achievement QI 3.2**  We have high expectations for our children and create an ethos of challenge in learning. Time invested in staff development of leading leaning in specific curricular areas has had a good impact on the learning of other practitioners.  This year all our staff had a leader of learning role within the nursery which helped to support and mentor their colleagues which raised the quality of children’s learning. We are delighted with our parent engagement programme that thrives on supporting sustainable learning links. The leaders of learning also played a major part in supporting parents through stay and play sessions relative to their leading role. This in turn has supported our focus of sustainable learning in which children’s learning is continued from one environment to another. This in effect should support raising attainment in specific focussed areas such as numeracy and literacy.  Most of our children talk about their learning confidently. They ask for support from adults to extend their learning and many know their rights to learning outdoors and question adults if they have no access to it.  We have high expectations for our children and create an ethos of challenge in learning. Children can be observed developing the learning of their peers with confidence in their play and almost all our children are confident in talking about their learning. They are confident in explaining their learning to visitors, staff, parents and peers.  Finally, we pride ourselves in ensuring a constant evolving service that is responsive, sustainable and supportive to children, parents, staff and our community. |

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|  | **Here is what we plan to improve next year.** |
| **Learning Provision**   * **Learning for Sustainability**……… To support the development of children’s skills for life and learning, and an awareness of the world in which they live and grow. * **Nurturing Creativity through Literacy (Three read approach)…….** Learning experiences extend and sustain children’s interest, help them make decisions and develop their creativity, resilience and independence   **Successes and achievements**   * **Attachment aware practice**…….To ensure all children have an equal opportunity to develop emotional awareness of relationships, values and empathy for others to grow as responsible citizens and confident individuals. |

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|  | **How can you find out more information about our school?** |
| Please contact us directly if you require further information or if you wish to comment on the report.  The contact e-mail address is: [Headteacher@cloverbank-nursery.glsgow.sch.uk](mailto:Headteacher@cloverbank-nursery.glsgow.sch.uk)  Our telephone number is: 0141-944-8678  Our school address is: 193 Moraine Ave, Blairdardie, Glasgow, G15 6LG  Further information is available in: newsletters, the school website, and the school handbook |