# 20mmMarkMonoKGlasgow City Council Education Services

# Improvement Planning

|  |  |
| --- | --- |
| Establishment | **Cloverbank Nursery** |
| LIG Area | **N/W 1** |
| Session | **2017-2018** |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self-Evaluation Process

3 Priorities for Improvement in the current session

4 Action planning

5 Appendices:

* 1. Action Plan Summary for Stakeholders

**Signatures:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Head of Establishment** | **Janice McIntyre** | **Date** | **11.07.17** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Area Education Officer** | **Jim Wilson** | **Date** |  |

| **1a Our Vision, Values and Aims** |
| --- |
| To support children to become successful learners, confident individuals, effective contributors and responsible citizens. With a commitment to continuous improvement we aim to provide quality learning experiences for children to help them to do their very best with an enthusiasm for learning within the principles and practices of “Curriculum for Excellence”. We aim to provide the highest standard of education and care for our children in a safe and stimulating environment where learning is fun and challenging.  **Aims**   * To work co-operatively with parents and carers to deliver the highest quality of learning and teaching. * To support all children to reach their fullest potential. * To continue to promote the raising the standards of literacy and numeracy. * To develop skills to promote positive behaviour and good citizenship in consultation with children as reflected in the Children’s Charter * To promote opportunities for all within an ethos of inclusion. * To work effectively in partnership with parents and the wider community developing an enterprising approach to learning * To establish a secure and welcoming environment where learning is exciting, challenging and is good fun.   **Values**  Our Values at Cloverbank Nursery School are the characteristics that we believe are essential for lifelong learning:  By supporting children in adapting to different experiences and achieve emotional well-being they can develop taking responsibility, recognising and managing their own feelings and begin to understand the feelings of others, have a sense of independence and self-worth, form and maintain positive, mutually respectful relationships with others, be able to solve problems and make informed decisions and have a sense of purpose and goals for the future.  **Vision**  Our vision is to provide a service that is responsive to the needs of our children, parents, carers and the community we serve:   * To support parents through engagement with external services to assist them in developing the confidence to enable them to access support systems as and when required therefore, securing outcomes for themselves. |

| **1b How our Vision, Values and Aims were developed and how stakeholders were consulted** |
| --- |
| We consulted with all our families on our vision and values within an overall audit for improvement planning.  Several of the returns we received indicated the parents felt that our vision and values were shared with them. Their aims were to ensure a safe, happy, relaxed, fun and stimulating learning environment for their children; we have now added this as a strand of our vision statement. Consultation with staff to analysing the responses from above in conjunction with staff’s views on our vision values and aims results in our staff being committed to developing their skills in engaging with parents and supporting children’s rights in all aspects of the nursery and the wider community. |

|  |
| --- |
| 1. **Summary of self-evaluation process** |

| **How we carried out our self-evaluation and involved stakeholders** |
| --- |
| Using HGIOELC all staff were involved in the systematic process of self – evaluation looking at areas that were embedded in practice, areas of emerging practice and areas which required to be developed.  We have ‘a whole school approach to ‘self-evaluation. Education monitoring calendar ensures that self-evaluation and reflective practice enables a collegiate approach to continuous improvement.  Collegiate self-evaluation is now embedded and stakeholder evaluations are firmly in place to help shape the support and engagement with families to ensure that it is targeted and relevant. Views of our parents and carers are sought through Questionnaires. Children’s views are considered in daily practice and through our eco committee. |

| **High level question** | **Key strengths** | **Areas for improvement** |
| --- | --- | --- |
| **How good is our leadership and approach to improvement?** | Our children are confident, motivated and ready to learn. They are making good progress in all aspects of their learning and development. All staff had a leader of learning role to support the quality in specific learning areas. | Continue to use the process of self-evaluation to support targeted staff development and training to enhance the provision of learning and teaching for our children. |
| **How good is the quality of care and education we offer?** | Children experience a rich and creative curriculum both indoors and out. There is a good balance of child led and adult directed play and learning. Children are consulted and shape the curriculum to ensure relevance. To ensure depth in learning the learning the children’s experiences are planned to include our outdoor environment to support breadth and challenge. | We intend to continue to embed our outdoor learning programmes for children and parents by including Lfs in our improvement plan 2017 |
| **How good are we at improving outcomes for all our learners?** | Our systematic programme of self-evaluation within the playrooms demonstrates a commitment to improving our learning and teaching approaches. We have a robust self-evaluation process that includes tracking children’s individual learning and identifying gaps in learning leading to purposeful planning for improving learning outcomes. | To further develop the tracking system to become slicker and joined up with easily identifiable gaps in children’s progression, development and learning. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | **Priorities for improvement in the current session** |  |  |  |  |  |  |  | **Year** | **2017-2018** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Priority** | **Stage of development** | **Main driver of priority:** | |  | **Alignment to:** | | | |
|  |  | **Exploring, Developing or Embedding** | **Self- Evaluation/VSE** | **Education Scotland report** | | **QI** | **Wellbeing**  **Framework** | **Service**  **Priorities** | **Collaboration and Partnership**  **Working** |
| 1 | Learning for Sustainability | Embedding | Self- Evaluation |  | | 2.2 | Achieving  Included | √ | Working with both primary and early year’s colleagues.  Working with parents and third sector colleagues.  Lfs steering group  Leaders of Learning |
| 2 | Attachment aware practice | Developing | Self- Evaluation |  | | 3.1 | Included  Nurtured | √ | Working with Educational Physiologists as part of a wider Knightswood Learning Community approach to supporting children who have are experiencing emotional and behavioural barriers to learning through Adverse Childhood Experiences (ACE) |
| 3 | Nurturing Creativity through Literacy (Three read approach) | Developing | Self- Evaluation |  | | 2.3 | Included  Achieving | √ | Leaders of learning  GCC Pilot with Gerard McKernan |

**Priority 1: Learning for Sustainability Main driver: National Priority & Glasgow City Council Priority**

Learning Provision QI 2.2: Curriculum (**Skills for life and learning)**

**Evidence**

**Horizon 1 (Priority)**

**Horizon 2 (Action to enhance better outcomes)**

**Horizon 3 (Success Measures)**

Practitioners CPD records show training attended and evaluation of training reflect practitioners understanding of new learning.

HoN invited to present at Education Scotland Conference on Lfs.

HoN invited on the Lfs steering group

Feedback from parent questionnaires

Grant applications.

Engagement with outside services on sustainability is evident in parenting partnerships and programmes.

Nursery daily routine

Children can talk confidently about their learning in outdoor environment.

Children’s assessments and profiles show progression in learning about the world around them.

Self-evaluation

A range of highly effective partnerships with parents/carers and the wider community are established and integral to curriculum delivery

**Secondary Drivers**

Action1

Nurture an enterprising culture to support sustainability

Target 1

**To support the development of children’s skills for life and learning, and an awareness of the world in which they live and grow.**

**Commitment from**

* GCC LfS Pilot group
* All staff, in particular the (Outdoor learning Champion) to develop Forest schools approach to learning outdoors.
* Parent partnerships to extend learning at home for sustainability.
* Financial assistance to engage with external expertise and equipment

Allotment produce used for cooking at home for all families

Involvement of parents in the life of the nursery curriculum in particular; outdoor learning/Forest schools and children’s allotments through stay and play sessions.

Action2

Develop a programme of events encouraging partnerships with parents in children’s Lfs

Daily programme for children ensures 1hr of outdoor experiences daily which is planned for seamless transferring of skills and outcomes from indoor contexts to outdoor contexts and the wider community.

Action3

Ensure outdoor learning is planned and purposeful for progression and continuity in learning within and beyond the nursery

Action 4

Develop children’s and parent’s knowledge of relevant global issues and how we can contribute to sustaining our world.

Continue to move on to our 2nd green flag award. Select a global issue and make links regarding which one is chosen.

**Priority 2: Attachment aware practice Main driver: National Priority & Self-Evaluation**

**Successes and achievements - QI 3.1: Ensuring wellbeing, equality and inclusion**

**Evidence**

**Horizon 2 (Action to enhance better outcomes)**

**Horizon 1 (Priority)**

**Horizon 3 (Success Measures)**

Practitioners CPD records show training attended and evaluation of training reflect practitioners understanding of new learning.

Curriculum planning records show planning of Paths programme as an integral part of the nursery day.

All practitioners carry out the Paths programme with their own group and children are observed using the values learned throughout their approaches to relationships and play.

Supported home link learning on the principles and philosophies of PATHS is devised and organised by SMT

Children’s rights Champion uses research skills to develop her knowledge and that of her colleagues on Five to Thrive.

Questionnaires from parents and stakeholders reflect positive ethos and welcoming and supportive service.

.

i

Target 1

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.

**Commitment from**

* Psychological Services on Attachment based approach to supporting young children’s learning. (Adverse Childhood Experiences, (ACE)).
* Learning Community support in discussion and professional dialogue and staff training
* ‘Five to Thrive’ steering group

Children are confident in exploring the thoughts, feelings, attitudes, values and beliefs using the Paths programme.

**Secondary Drivers**

Action1

Training in the PATHS programme

Children are showing consideration and empathy for others by using the actions and language of empathy.

Self-evaluations of the curriculum evaluations show consistent Health and Well-being outcome coverage,

Action2

Fully embed Health and wellbeing in the nursery planning and practise.

Parents are involved in supporting the principles of Paths at home.

An ethos of equality and fairness is created and are tangible within the establishment and evident in the way in which children are encouraged to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships which is developmentally appropriate.

Action3

Ensuring Values, relationships and emotional literacy is consistently promoted by all practitioners throughout the nursery day.

The principles of Five to Thrive are embedded in the approach to engaging with children and families making children’s and family learning more relationship based.

Action 4

Further training for all staff on GIRFEC (My World) and Five to Thrive

**Priority 3: Literacy (Three read approach) Main driver: National Priority & Glasgow City Council Pilot/Priority**

**Provision- Q.I 2.3 Learning, teaching and assessment (Learning and engagement)**

**Evidence**

**Horizon 1 (Priority)**

**Horizon 2 (Action to enhance better outcomes)**

**Horizon 3 (Success Measures)**

It is evident through staffs planning and observations they are using new knowledge gained in their everyday practice

**Secondary Drivers**

Practitioners CPD records show training attended and evaluation of training reflect practitioners understanding of new learning.

Curriculum planning records show planning for children’s learning experiences links to creativity.

Self-evaluation shows progress.

Creation of Documentation using Ferre Laevers engagement scale to evidence impact of sustained engagement of children.

Children are observed as confident in developing their own learning through quality interactions with Practitioners, peers and the environment.

Children can talk about their learning and achievements with practitioners and peers.

Children’s assessments and profiles show progression in learning

Target 1

**Learning experiences extend and sustain children’s interest, help them make decisions and develop their creativity, resilience and independence**

**Commitment from**

* GCC Pilot group on the ‘Three read approach’
* All staff (Literacy champion to support driving within playrooms)
* Leader of learning team
* HoN in leading the team through staff development

Action1

Staff training on ‘Three Read Approach’ and Ferre Leavers scale of engagement

Practitioners are motivated in the engagement on ‘Three Read Approach’ pilot.

Practitioners show increased skills in observation of children’s engagement and adopt their practice and environment accordingly; making sound judgements about children’s engagement in learning and respond quickly to ensure learning opportunities are not missed.

Action2

Practitioners use the Ferre Leavers scale of engagement to inform curricular planning, playroom practice and learning environments

Informed practitioners support children to become leaders of their own learning through thinking creatively with adults facilitating this through carefully timed engagements

Action3

Developing children’s creative thinking skills in building and sequencing stories

Children effectively build their own stories in all areas of the learning environment indoors and out.

Action 4

Practitioners’ successful use of effective questioning

‘Three read Approach’ success can be measured through children’s confidence in sustained shared conversations in creativity, problem solving and ‘thinking aloud’