# 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:**We have made meaningful links with our two local food banks to support children’s learning and understanding of poverty using the Global goals as a learning tool. Parents have been involved in contributing food for the food bank. This has now become a sustainable project and we now have a food bank donation day (last Friday each month).We feel very privileged to have had the opportunity to share some of the very good work that goes on within Cloverbank Nursery. The head of nursery (Janice McIntyre) was asked to present for Education Scotland on ‘Learning for Sustainability’……Outdoor Learning and another time to present Transitions- using sense over sectarianism as a focus. She also presented creativity in the outdoors at the city heads meeting. 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 continue our journey of sustainability through gaining our 2nd green flag award and working toward retaining this. We also received our Growing Good Citizens Award in recognition of sustainability throughout the service and local community.We are delighted of the success of our parental engagement throughout the past two years. 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 has engaged with third sector and volunteers to provide them. This is now a sustainable and integral part of the nursery provision.**Key developments** ***leadership of change QI 1.3***We have an additional 5 new staff members to support the process of the service expansion. This has effected much change and development for both new and existing staff. Training has been delivered on curriculum and teambuilding to ensure a mutual understanding and commonality in pedagogical approaches to learning and teaching. In Feb 2019 the head of nursery also delivered this training to other newly appointed staff to the council who are placed within the local nurseries.Our self-evaluation process ensures that practitioners are involved in the change process through contributing to micro action planning which has been created through their observations and self-evaluations.We have developed a leader of learning role for individual staff which led to our very successful leaders of learning stay and play sessions which involved all our staff who have a specific key role for leading learning in areas such as science, literacy, outdoor learning and others. These groups’ sessions 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 continue to work very closely with our colleagues within Knightswood Learning Community. Once again we have a 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 2018 before the August 2019 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. A small working group of primary teachers and CDO’s will meet in Sept 2019 to develop an new transition package based on Handa’s Surprise.***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 in 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. There will be many opportunities for parents and carers once again to engage with their children in learning for sustainability.***Progress in promoting well-being equality and inclusion QI 3.1***We have linked in with Highpark Primary School’s Language and Communication Resource to work jointly in promoting inclusion for primary one children through weekly sessions in our outdoor learning environment. This has been hugely successful in supporting peer learning and social integration for both the primary and nursery children. Building on this success we will continue this weekly activity for 2019-2020.To develop partnerships further we have also linked with Blairdardie Primary School Principle Teacher for nurture, inclusion and parental engagement to use our forest school for some children who would benefit from outdoor experiences in a safe environment.As part of our vision, values and aims we strive to support all children to reach their fullest potential bypromoting opportunities for all within an ethos of inclusion. From the onset of enrolment children and family needs are discussed to form a care plan that links with the clearly with the GIRFEC principles using the SHANARI as a tool for discussion. A planned 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, Stepping Stones for Families 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 within 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 nursery 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 parent 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.Our children are making progress in almost all aspects of their learning and development; they talk confidently about their learning. 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.The continuous development of individual tracking of children’s learning ensures that all children, including those at risk of missing out have clear achievable next steps allowing them to be successful learners.We capture and celebrate individual children’s successes gained in nursery, at home and in the wider community. 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 to visitors, staff, parents and peers.Finally, we pride ourselves in ensuring a constant evolving service that is responsive, sustainable and supportive to the needs of our children, parents, staff and our community. |

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|  | **Here is what we plan to improve next year.** |
| **Learning Provision*** **Literacy Communication Friendly Nursery ……** The whole nursery setting will show commitment to supporting and developing children’s Communication and Language skills**.**
* **Early Years Expansion …** We will be expanding our service to a blended model of extended year (50 weeks) and Term-time and extended day (8-5.45) from August 2019. There will be training developments within the staff team and changes to processes such as lunch provision for all and the pace of the day for children and families.

**Successes and achievements*** **Embedded 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
* **To embed 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
* **Embedded 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.
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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.ukOur telephone number is: 0141-944-8678Our school address is: 193 Moraine Ave, Blairdardie, Glasgow, G15 6LGFurther information is available in: newsletters, the nursery website and nursery handbook   |