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| Establishment |  | **Cloverbank Nursery** |
| Head of Establishment |  | Janice McIntyre |
| Local Improvement Group |  | NW 1 |
| Head of Service |  | Douglas Hutchinson |
| Area Education Officer/  Quality Improvement Officer/Link Officer |  |  |

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**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| **Vision**  At Cloverbank Nursery our vision is to provide a service that is responsive to the needs of our children, parents, carers and the community we serve; and 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.  **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.  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. |

| **2. Summary of our self-evaluation process.** |
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| 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 engage in ‘a whole school approach to ‘self-evaluation which, as a result of reflective practice, has enabled a collegiate approach to continuous improvement.  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 and news feeds from our nursery website. Children’s views are considered in daily practice, children’s questionnaires and through our eco schools committee. |
| **Strengths identified:**   * Our children are confident, motivated and ready to learn. They are making good progress in all aspects of their learning and development. * All staff have a leader of learning role to support quality in specific learning areas creating an in depth approach to improvement. * The continued use of self-evaluation has supported targeted staff development and training to enhance the provision of learning and teaching for our children. |
| **Priorities for development:**  **1:** Team building (70% new staff)  **2:** Digital Teaching and Learning  **3:** Communication Friendly Nursery  **4:** Glasgow Counts |

| **3. Additional Monies Spend Summary of Consultation Processes** |
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| **Rationale for Spend** |
| **Measures/Evidence for Impact (data, observation, views):**  **1: Views**  **2: Data**  **3: Data**  **4: Observation** |

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| **4. Action Planning** |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** | Leadership and management  1.4 Leader of management and  practitioners | Teambuilding  (We have not had a full team due to staff movement) |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Staff teambuilding on Aug 2022 in service day  New staff will be buddied with existing staff | Term 1  Checkpoints | Staff lead learning of others to support a high-quality curriculum. |
| All staff access CPD throughout the year | Term 1  Checkpoints  Dec, Jan, April | Staff are confident when consulting with colleagues. |
| PDPs will dictate training accessed by all or individual/staff teams. | Term 1  Checkpoints  Monthly | Personal development of staff evident in their CPD files |
| All staff will evaluate program/ responsibilities throughout the year supported by Team leader and LPA | Term 1,2 3 & 4 | Staff feel confident and supported in all new systems |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head of Nursery  Team leader  LPA  Existing staff members | CPD paperwork and time  Existing staff  Rotas with time off the floor. |

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| **No.** | **Quality Indicator** | **Priority** |
| **2** | Q.2 3. Learning, Teaching and Assessment | Digital Teaching and Learning   * Develop an approach to capturing and recording children’s progress and achievements using a digital platform. * Curricular improvements support the learning and teaching: Learning is enriched and supported by the effective use of digital technologies. * Both parent and child make valuable contributions to their learning profiles (family engagement) |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Staff discussion and training in see-saw, planning, assessment and tracking. | In-service day Aug 15th 2022 | Staff evaluations of the training day/s |  |
| Development of a digital strategy | In-service day Aug 15th 2022 | A collegiate made digital strategy specific to Cloverbank Nursery. |  |
| Staff use digital enhancements to support teaching and learning. | Checkpoints  Oct, Jan, April | Areas for further improvement are identified and developed through coaching in context |  |
| Parents /carers sign up for engaging with see-saw | Term 1 | Statistic data as evidence of engagement in See-saw |  |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Team Leader  All staff | I-Pads  Staff development in see-saw and digital enhancement training in-service day AUG 2022 |

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| **No.** | **Quality Indicator** | **Priority** |
| **3** | Q.I.3.2 Securing children’s progress | Communication Friendly Nursery |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Staff training on what a Communication Friendly Nursery looks like. | Term 1  Checkpoints  Weekly | Practitioners CPD records show training attended and evaluation of training reflect practitioners understanding of new learning. |
| Practitioners use the Frere Leavers scale of engagement to inform communication friendly learning environments | Term 2  Checkpoints  Dec, Jan, April | Children are observed as confident in developing their own learning through quality interactions with Practitioners, peers and the environment. |
| Collegiate discussions on environment adaptations required in supporting speaking and listening skills, emotional well-being, physical development and general engagement of children | Term 1  Checkpoints  Monthly | The learning environment supports communication friendly approaches |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| * HoN in leading the team through staff development * Speech & Language services * All staff (Literacy champion to support driving within playrooms) * Educational Psychologist | * Staff training on communication Friendly Nursery (Twilight) * Staff training (in-service day) Speech and Language and Educational Psychologist. |

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| **No.** |  | **Quality Indicator** | **Priority** |
| **4** | Q.I. 2.2 Curriculum |  | All staff are aware of and use Glasgow Counts in their daily plans  All staff have a Numeracy focus across the curriculum indoors and outdoors |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| --- | --- | --- |
| Staff Overview on Glasgow Counts | In-service day Aug 15rh 2022 | 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 Numeracy used creatively. |
| Numeracy Audit carried out and feedback to staff for staff training | Term 2  Check points  Nov, Feb, May | Staff are all involved in producing a numeracy audit of their own areas. |
| Staff plan for numeracy indoors and out | Checkpoints  Oct, Jan, April | Staff plans show evidence of numeracy input  Children can talk about their learning and achievements in maths and numeracy with practitioners and peers. |
| Family engagement LPA leads this with parent workshops and home learning. | Term 1  Checkpoints  Dec, Jan, April | Children’s assessments and profiles show progression in learning  Self-evaluation shows progress. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head of Nursery  LPA/Numeracy Champion  LEL (Lyn Orchid\0 | Training  Coaching in context from staff experienced in the Glasgow Counts and Numeracy  I Pads LEL (Glow) BLOG |

**Priority 1: Team building Main driver: (70% new staff) Glasgow City Council Priority Staffing realignment**

**Q.I 1.4 Leadership of management and practitioners (How good is our leadership and approaches to improvement)**

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

**Evidence**

**Horizon 3 (Success Measures)**

**Horizon 1 (Priority)**

**Secondary Drivers**

Target 1

To build and sustain a team based on transparency, relationships and support for all team members.

**Commitment from**

Head of Nursery

SMT team

Clerical and ancillary staff.

All staff old and new

Staff feel supported within the culture and ethos of the establishment

All staff have equal access to professional learning opportunities evidenced in their CPD files.

Governance is implemented for all staff including absence management and disciplinary procedures.

A shared positive ethos that can be felt by others within and out with the establishment.

Action 1

Induction for all new staff

Full induction process creates an air of pastoral support and the culture and ethos of our establishment.

All staff have a yearly CPD using the newly designed paperwork

Action 2

PDP’s for all staff

Action 3

GCC and SSSC standards and code of conduct

Action 4

Ensure staff are listened to and are heard by their colleagues.

Staff are non-discriminative and listen and respond positively to each other’s ideas, suggestions and issues raised with them

Lines of responsibility are understood ensuring lines of accountability are clear.

**Priority 2: Digital Teaching and Learning**

**Main driver: National Priority & Glasgow City Council Pilot/Priority**

**Learning Provision -** **Q.2 3. Learning, Teaching and Assessment (How good is our leadership and approaches to improvement)**

**Horizon 1 (Priority)**

**Evidence**

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

**Horizon 3 (Success Measures)**

**Secondary Drivers**

Target 1

Develop an approach to capturing and recording children’s progress and achievements using a digital platform.

Curricular improvements support the learning and teaching: Learning is enriched and supported by the effective use of digital technologies.

Both parent and child make valuable contributions to their learning profiles (family engagement)

**Commitment from**

* All staff
* All SMT
* Parents/carers

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Staff development and

in-service day records.

Digital Strategy.

Staff Planning records

Area Plans

Children’s learning journals- Seesaw

Data analysis of parental engagement on Seesaw (numerical)

Questionnaires

Staff are confident in using the digital platform Seesaw and can confidently capture, record and share children’s learning, and achievements.

Action1

Staff discussion and training in see-saw, planning, assessment and tracking.

All staff have a shared vision and a clear focus of the expectations of using digital enhancements in learning, teaching and assessment.

Action 2

Development of a digital strategy

Staff can confidently plan, assess and record children’s learning. This is embedded in the planning systems and pedagogical approaches to play and learning.

Action 3

Staff use digital enhancements to support teaching and learning.

Action 4

Parents /carers sign up and engage with See-saw.

Parents/carers access children’s learning profiles online enabling staff to support parental engagement at home to build on children’s learning.

**Priority 3: Literacy Communication Friendly Nursery Environment**

**Main driver: National Priority**

**Successes and achievements - QI 3.2: Securing children’s progress (Ensuring equity for all children)**

**Evidence**

**Horizon 3 (Success Measures)**

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

**Horizon 1 (Priority)**

Target 1

**The whole nursery setting will show commitment to supporting and developing children’s Communication and Language skills.**

**Commitment from**

* Speech & Language services
* All staff (Literacy champion to support driving within playrooms)
* Educational Psychologist
* HoN in leading the team through staff development

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

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

Practitioners are aware of visual distraction which impacts on children’s communication through using plain or neutral coloured backgrounds and keeping displays minimalistic to allow the children to focus on the work that is displayed

The learning environment shows the use of visuals for children to use as a tool for selecting materials and communicating.

Children with limited communication skills use visuals to share their thoughts and feelings with others

Staff will demonstrate that Communication and Language is embed within their daily practice and learning environment

Action1- Training

Staff training on what a Communication Friendly Nursery looks like.

Practitioners show increased skills in observation of children’s engagement and adopt their practice and environment accordingly;

Action2 – Adults Role

Practitioners use the Ferre Leavers scale of engagement to inform communication friendly learning environments

Practitioners offer the opportunity for communication but also know when to stand back and observe

Practitioners create Interactive areas for children to extend their play and use problem solving skills and work as a team.

Action3- Environment

Collegiate discussions on environment adaptations required in supporting speaking and listening skills, emotional well-being, physical development and general engagement of children

Practitioners create quiet areas to enable children to acquire sound attention and listening skills in order to communicate effectively



Practitioners make careful use of visuals for children to communicate and understand the spoken word.

**Priority 4: Glasgow Counts Main driver: National Priority & Glasgow City Council Pilot/Priority**

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 Numeracy and Maths

Parents are engaged in he life of the nursery and home learning.

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

Staff are all involved in producing a numeracy audit of their own areas.

**Evidence**

**Learning Provision** - **Q.2 2. Curriculum**

**Horizon 1 (Priority)**

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

**Horizon 3 (Success Measures)**

Target 1

* Numeracy Audit carried out and feedback to staff for staff training
* Staff plan for numeracy indoors and out
* Family engagement LPA leads this with parent workshops and home learning.
* All staff are aware of and use Glasgow Counts in their daily plans
* All staff have a Numeracy focus across the curriculum indoors and outdoors

**Secondary Drivers**

All staff understand Glasgow Counts creating rich meaningful opportunities for our children.

Action1

All staff carry out Numeracy audit and identify gaps in provision

All staff demonstrate they have a clear focus on the development of children’s skills in early mathematics.

All staff demonstrate an understanding for Planning for progression in children’s learning is in place and learning is secured for children within and beyond the setting.

Action2

Practitioners use CPD opportunities for developing their knowledge including self- knowledge with the Glow blog

Practitioners are up to date knowledge of early learning pedagogy is evident in all aspects of practice within the setting. Professional learning and collegiate working are evident throughout the nursery

Successful parent engagement through participation in workshops and seesaw.

Action 4

Practitioners’ successfully use maths trackers to enhance planning, learning and teaching

Action3

LPA and Numeracy Champion organise workshops and home learning through see-saw

Maths trackers are used to enhance children’s experiences and learning environment.