

Establishment Name

Standards & Quality Report

Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school
<p>Welcome to St Francis' Nursery Class</p> <p>St Francis' Nursery Class is part of St Francis' Primary School, located in the heart of the Gorbals and serving the local community as part of Glasgow City Council. Just like our primary school, our nursery is guided by shared Core Values that reflect our deep commitment to nurturing each child's confidence, wellbeing, and love of learning.</p> <p>We believe every child is unique and full of potential. Our aim is to help children grow and flourish by developing their individual, God-given talents in a supportive, inclusive, and caring environment.</p> <p>Working in Partnership with Families</p> <p>We know that families play a vital role in the life of our nursery. We truly value the contribution parents and carers make to our nursery community, and we actively encourage families to be involved throughout the year. From open afternoons and performances for learning to parent workshops and trips, there are many opportunities to connect with your child's learning journey.</p> <p>We are committed to keeping you well informed and engaged. Nursery news and updates are regularly shared through our website, Seesaw learning platform, and school newsletters.</p> <p>Our Community and Transition to School</p> <p>We work closely with St Francis' Primary School, where most of our children continue their learning journey into Primary 1. We also maintain strong relationships with our Learning Community including Blackfriars Primary, to support smooth and positive transitions for all our learners.</p> <p>Our Nursery Team</p> <p>Our dedicated nursery team is made up of:</p> <ul style="list-style-type: none"> • 4 job-sharing Child Development Officers • 2 full-time Child Development Officers • 1 Team Leader <p>We are also supported by the school's Head Teacher and Depute Head Teacher, who provide strategic leadership and guidance.</p> <p>Inclusion and Support for All</p> <p>At St Francis', we are proud to be an inclusive learning environment where every child is supported to thrive. Our wider support team includes a Family Support Worker, funded through the Pupil Equity Fund, who provides valuable assistance to both children and families. In addition, we are supported by our clerical staff, janitor, catering manager, and canteen assistants, who work hard behind the scenes to help keep our nursery running smoothly every day.</p> <p>Working Together as a Community</p> <p>We are proud of our close partnership with our Parent Council, whose support plays an important part in school and nursery life. The nursery and school benefit from a devolved budget provided by Glasgow City Council, which is used to support our priorities as set out in the Nursery Improvement Plan.</p> <p>In addition, we benefit from the support of external professionals including an Educational Psychologist, Speech and Language Therapists, and a Leader of Early Learning, all of whom contribute to the wellbeing and learning of our children.</p>
Our achievements and improvements 2024 – 2025
<p>Key developments (leadership of change) (QI 1.3)</p> <ul style="list-style-type: none"> • Staff are developing a stronger understanding of how to support children who are learning English as an additional language (EAL). Working closely with EAL services has helped improve communication and engagement, and pupils are now participating more confidently in lessons.

- Staff are becoming more confident in using data to identify and close learning gaps. This is helping us to offer more targeted support where it's needed most. Breaking down data into smaller focus areas is also helping staff understand individual barriers and adapt their learning experiences to better support every learner.
- By reviewing and improving the EAL section of our care plans, we are now able to offer more personalised support for both children and their families. This has helped strengthen communication and led to better learning outcomes for EAL pupils.
- Recent improvements to our planning approach have made teaching more consistent across classes. This has supported greater collaboration among staff and led to more positive learning experiences for pupils.

Developments in learning, teaching and assessment (Q1 2.1)

- We have recently refreshed our reading area in partnership with LEL support, making it a more welcoming and inclusive space. This has helped broaden children's perspectives and sparked a greater interest in reading across the nursery.
- Updates to our care planning for children learning English as an additional language (EAL) are having a positive impact. Staff are communicating more effectively, and EAL learners are now showing increased confidence, better engagement in learning activities, and stronger social connections with their peers.
- Staff are using more tailored communication strategies following recent LCFE training. This has helped create more meaningful and effective interactions with children, supporting a wide range of individual needs.
- A more consistent and joined-up approach to learning has supported steady progress across all areas of development. As a result, children are more confident and actively participating in their learning.

Progress in promoting well-being equality and inclusion (Q1 3.1)

- All staff are committed to creating a kind and supportive atmosphere where every child feels listened to and valued. This has had a positive impact on children's wellbeing and their engagement in learning.
- Involving families in the process of setting and reviewing targets for Care Plans and Wellbeing Assessment Plans has helped build stronger partnerships. These plans are now better tailored to each child's needs, ensuring more personalised support.
- Children enjoy regular opportunities for physical activity each day. This has encouraged a love of outdoor play and boosted motivation and engagement in both physical and learning activities.
- Staff consistently meet all legal and professional requirements, including those set out by the SSSC. This ensures a high standard of care and creates a safe, supportive learning environment for all children.
- Updates to our Child Protection policy, in line with Glasgow City Council's latest guidance, have improved awareness of safeguarding procedures among all visitors, further strengthening the protection of children in our care.
- By involving all staff in reviewing children we have strengthened our team approach to supporting learners with additional needs. This has led to more consistent and effective planning tailored to individual children.
- Most staff now have a deeper understanding of how to support children learning English as an additional language (EAL). As a result, more effective strategies are being used in the playroom, helping children build their language skills and participate more confidently in activities.

Progress in children's learning /raising attainment and recognising achievement (Q1 3.2)

- Staff are regularly reflecting on the learning environment and planning processes. These monthly evaluations are helping to spark creativity across the team, resulting in more engaging and responsive learning experiences for the children.
- By gathering information through observations, pupil profiles, and play-based interactions, staff can assess each child's progress more accurately. This helps us provide the right support at the right time, leading to better learning outcomes.
- Through collaboration, staff have become more confident in making professional decisions about children's progress in relation to Curriculum for Excellence levels. This has led to more consistent and reliable assessments across the nursery.

- Careful planning and ongoing evaluation of children's learning has improved how staff track progress. This helps us identify when support is needed and ensure that each child receives help that's tailored to their needs.
- Our nursery children are making steady progress across all areas of their learning and development. Regular tracking discussions help us quickly identify any areas where a child may need extra help, so that timely and effective support can be put in place.
- All staff use a well-established tracking system alongside the senior leadership team. This approach, based on professional judgment and regular observations, has strengthened how we monitor progress and make decisions about any additional support a child might need.

Attendance and Exclusion data

St. Francis Nursery Class continues to monitor and track pupil attendance in line with Glasgow City Council policy. We are committed to supporting our children and families in accessing learning regularly and consistently, while identifying and addressing any potential barriers. We work closely with Health Visitors to promote and improve attendance where needed. We are pleased to report that there have been zero exclusions.

Our improvement plan priorities 2025 – 2026

To improve our inclusive practices

Continue to support all staff in identifying and using a range of communication methods tailored to individual needs by participating in LCFE training.

Improve our planning and tracking processes

Review and revise current planning and tracking processes to establish a consistent and standardised approach for all staff.

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Good

Learning Teaching and Assessment (QI 2.3)

Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

Good

How to find out more about our nursery

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: headteacher@st-francis-pri.glasgow.sch.uk

Our telephone number is: 0141 429 3687

Our school address is: 430 Old Rutherglen Road, Gorbals, Glasgow G5 0PA

Further information is also the following:

School Website <https://blogs.glowscotland.org.uk/gc/stfrancisprimaryandnurseryclass/>

School Handbook <https://blogs.glowscotland.org.uk/gc/stfrancisprimaryandnurseryclass/parental-involvement/handbook/>

X account @StFrancis_PS