

# St Angela's Nursery Class Standards & Quality Report Session 2023 – 2024

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2023 - 2024 and to share our improvement priorities for 2024 - 2025. 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.

St Angela's Nursery Class is non-denominational and provides Early Years provision for 3-5-year olds within the Darnley area of Glasgow. It has 30 children in the morning and 26 children in the afternoon (16 of these are in all day). Our nursery hours are 8.30 am to 12pm (AM session) and 12.30pm – 4pm (PM session), Lunch is provided for those children staying all day. We have a Full Time Team Leader , 2 Full Time CDO's , 2 part time CDO'S and 2 Support for Learning Workers. Our DHT is responsible for overseeing the nursery class as part of her school remit.

## Our achievements and improvements 2023 – 2024

### 1. Key Developments (Leadership of Change) QI 1.3

St Angela's Nursery Class is committed to an agreed shared vision for our setting.

In St Angela's nursery class our children have lots of Fun our children are Active, Motivated and Included. Our nursery is built on foundations of Love for You.

In St. Angela's nursery our SLT support and enable our team to make confident, well-timed changes for continuous improvement. We guide and manage the process of self-evaluation for improvement ensuring we have specific, clear, measurable targets and an appropriate pace of change in order to make a difference for children and families,

Our DHT and Team Leader have been involved in a number of Early Years networks and groups to ensure key priorities are undertaken and a consistency of approach is adopted in line with current pedagogy and Glasgow City expectations.

Practitioners have opportunities to take forward improvements, and nurture and develop their own areas of expertise. Leadership roles have been established for all practitioners within the Nursery which include Health and Wellbeing (PATHS), Outdoor Learning and Digital Champion. This ensures a sense of ownership and responsibility in taking forward an area of development.

Our Leader of Early Learning has continued to support the Nursery on their improvement journey, with a specific focus on Outdoors and Digital Literacy, in line with Glasgow's Improvement Challenge.

Quality Assurance and Collegiate Calendar which involves staff observations, moderation events, planning meetings and regular staff meetings which have led to an improved level of Self Evaluation and improvement. Our staff have a greater awareness of tracking procedures and collaboration with SLT ensures robust information in terms of children's progress and was shared with primary colleagues as part of our transition programme.

The ethos and culture of our setting demonstrates a strong commitment to children's rights. As a whole school and Nursery class we were awarded the UNCRC Silver award. Relationships are positive throughout. All children feel valued, safe and secure. As a result, they are successful, confident and responsible.

### 2. Developments in Learning and Teaching and Assessment. QI 2.3

Almost All staff have undertaken and completed 'Realising the Ambition' online training in order to gain a greater understanding of early childhood development, share good practice and implement changes within the playroom. We looked at our Spaces, Experiences and Interactions.

Our practitioners have improved our recording and capturing children's views and achievements using our Thinking Talking books. Staff are developing confidence and skills creating these books along with the children in each area of the nursery environment.

The use of Seesaw as a digital learning journal has allowed a clear link between home and school. Our staff use seesaw to share the learning that is taking place, to identify what the children are learning, how well they are succeeding and identifying their next steps.

Our Leader of Early Learning has been integral in developing literacy and numeracy outdoors and digital literacy, in line with our nursery priorities.

Our staff have undertaken an environmental audit of the playroom and created a checklist for each area to ensure the children have a literacy and numeracy rich environment along with engaging resources to enhance play and learning.

Our children have opportunities to play outdoors every day, we adopted a free flow access from playroom to garden. We have continued to develop two areas within our garden – side and front garden with almost all staff attending STRAMASH outdoor training.

### **3. Progress in promoting well-being equality and inclusion QI 3.1**

In St. Angela's nursery, we recognise that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing.

Within our nursery, we have established high quality approaches that enable young children to develop their emotional, social, physical and cognitive skills very well. A strong focus on health and wellbeing has a very positive impact on children's learning and development. Our children take part in our PATHs programme weekly to empower them to recognise and share their feelings and emotions.

All staff have engaged with the 'Up Up and Away' document which outlines a framework to help practitioners identify children's development stages along with giving practical strategies to meet learners needs. These strategies were shared with parents during our Staged Intervention Meetings.

Our Educational Psychologist has been integral in supporting all our staff through a self- evaluation process with a focus on The Importance of Nurture for the development of Wellbeing. This is leading us towards achieving accreditation as a Nurture as a Whole School Approach establishment.

As a nursery, we celebrate religious events and festivals to take account of the multi-cultural ethos within the establishment. We invite our families in regularly to share cultural experiences and share their knowledge with the children. This session we had a wonderful Christmas Fayre and also a very successful Eid Bazaar both were well attended by our families and local community.

### **4. Progress in children's learning/raising attainment and recognising achievement QI 3.2**

In St. Angela's, practitioners know individual children very well as learners. As a team, practitioners make good use of observations and interactions to make accurate judgements about the progress being made by our young children. Our practitioners meet regularly to discuss the children and families to ensure that we all have a shared understanding around the child.

The various environments of our setting are very effectively constructed allowing young children to be increasingly independent in their ability to express themselves vocally and creatively.

We introduced a successful programme of Stay and Play sessions giving parents/carers opportunities to engage in family learning opportunities. We also invited our parents in to share their skills and talents with us and our children loved learning with them.

Through the use of Seesaw the children have their own individual learning journals which shows progression and achievements throughout their time at nursery. The seesaw posts allow staff to share the children's learning with parents and inform next steps. It also allows families to share the children's achievements at home.

We have high expectations for all our children. Tracking and monitoring of children's progress is well-understood and used effectively to secure improved outcomes for all children. Our digital platform allows all staff and SLT to access, review and monitor children's progress.

Our transition paperwork was updated to ensure clear information in terms of children's individual strengths and development needs were shared with our primary colleagues.

A successful induction programme was undertaken for our Pre-School children who visited their new school, 2 workshop sessions and a family fun session were attended by our children and families. Our children had many opportunities throughout the session to work across the school including our Nursery and Primary 1 Christmas Show and various primary one Play sessions.

## **Our improvement plan priorities 2024 – 2025**

**Our Grand Challenges are:**

**To increase practitioner knowledge, confidence and skills in delivering high quality learning experiences.**

**To increase practitioner knowledge, confidence and skills in supporting pupil and staff wellbeing.**

**To increase engagement and participation of pupils and families.**

**Our missions for session 2024/2025 are:**

**1a: Embed high quality Outdoor Play**

This will be achieved by our staff developing the outdoor areas, engaging in training and creating exciting experiences for the children.

**1b: Utilise Nurturing my Potential Framework to support high quality learning in the playroom.**

This will be achieved by our staff developing knowledge and understanding around the framework and implementing appropriate curricular experiences to meet the needs of all our learners.

**2: Embed Think Equal Programme**

This will be achieved by our staff undertaking online training and accreditation in order to deliver the programme and develop the children's understanding around equalities.

**3a: Increase levels of pupil and family engagement and family learning**

This will be achieved by our staff creating a calendar of learning opportunities for our families including introducing Play along Maths.

**3b: Increase child participation through high quality observations and interactions**

This will be achieved by our staff creating an observation process to identify and monitor children's interests and participation through play.



**Care Inspectorate Inspection 17<sup>th</sup> November 2023**

From this inspection we evaluated this service as:

<b>How good is our care, play and learning?</b>	<b>4 Good</b>
1.1 Nurturing, care and support	5 Very Good
1.3 Play and Learning	4 Good
<b>How good is our setting?</b>	<b>4 Good</b>
2.2 Children experience high quality facilities	4 Good
<b>How good is our leadership?</b>	<b>5 Very Good</b>
3.1 Quality assurance and improvement are led well	5 Very Good
<b>How good is our staff team?</b>	<b>5 Very Good</b>
4.3 Staff deployment	5 Very Good

**How to find out more about our school**

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

Our contact e-mail address is:

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Our telephone number is: 0141 638 3780

Our school address is: 227 Glen Moriston Road, G53 7HT.

Further information is also available in our newsletters, on our school website, and in our school handbook <https://blogs.glowscotland.org.uk/glowblogs/stangelas/>

