

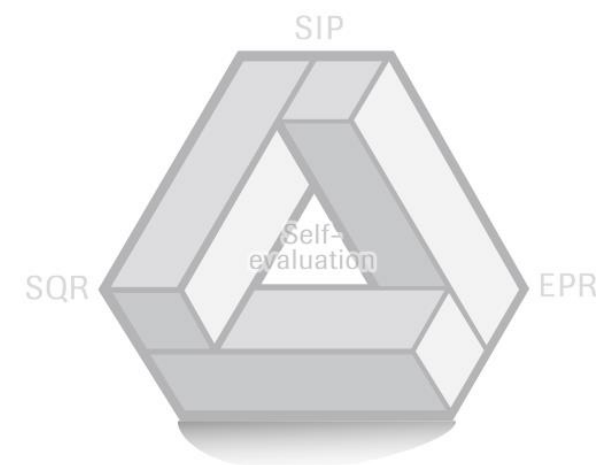
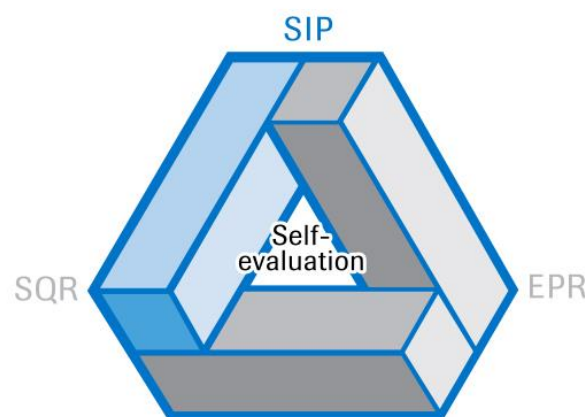
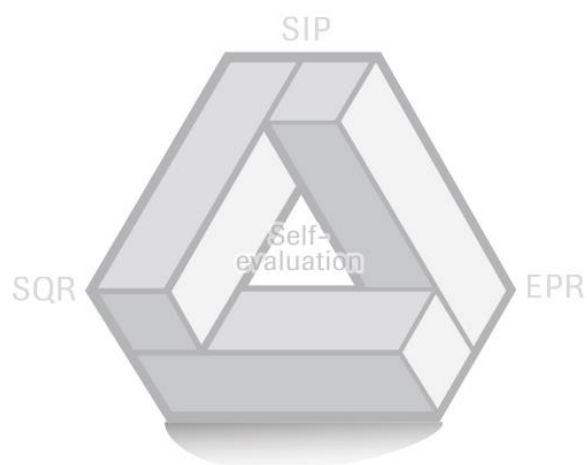


# Supporting Improvement: **School Improvement Plan**



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Establishment	<b>Renfrew Street Nursery School</b>
Head of Establishment	<b>Audrey McKinnon</b>
Area/Local Improvement Group	<b>Hillhead LC/NW LIG 1</b>
Head of Service	<b>Jean Miller</b>
Area ELC Manager	<b>Jackie Fulton</b>

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1. Vision, Values and Aims
2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session
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**1. Our Vision, Values and Aims**

Our vision is

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### 1. Our Vision, Values and Aims

Our vision is

- We want everyone to be the best they can be.

Our values are

- Fun
- Sharing
- Love
- Happiness
- Kindness

Our aims are

- To work in partnership with parents and carers to ensure that every child reaches their potential
- To actively promote a climate of equity and fairness for all children and families
- To be respectful and embrace difference
- To create a learning environment which promotes stimulating, active and enquiring minds, ultimately leading to fun through learning

Our vision, values and aims were reviewed in consultation with staff, parents and children in August/September 2023. We wanted to simplify our vision and values so that they can be understood and shared more easily with all our families. We also wanted to develop a shared ethos within the staff team.

### 2. Summary of our self-evaluation process.

Our self-evaluation was carried out throughout the session 2022-2023. A timetable was drafted at the beginning of the session, and this guided the process. It helped to ensure a balanced and focused approach. We used "How Good is Our ELC" as the basis for our self-evaluation programme, and our monitoring was further informed by the Health and Social Care Standards, and also by "Building the Ambition" and "Realising the Ambition". All staff were consulted during the self-evaluation process, mainly by participating in workshops and working groups. Staff were encouraged to identify strengths, and to find the evidence to support these. They were also encouraged to suggest improvements. Parents and children were also consulted in a less formal way. The outcomes of our self-evaluation feeds directly into our improvement planning.

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**2. Summary of our self-evaluation process.**

**Strengths identified:**

- The quality of planning for children's learning.
- The quality of observations, tracking and assessment of children's learning
- The quality of staff/child interactions, particularly their nurturing approach
- The very good progress made by all children in their learning
- The very good support for children with EAL
- The very good support for children with ASN
- The development of spaces for learning
- The very good communication between staff and parents
- The flexibility and adaptability of the staff team

**Priorities for development:**

**1:** To complete our journey to become an accredited Language and Communication Friendly Establishment

**2:** To improve our documentation of learning

**3:** To improve our teaching and learning in STEAM

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**3. Action Planning**

No.	Quality Indicator	Priority – (This should be a measurable outcome)
1	2.4 3.1	To complete our journey to become an accredited Language and Communication Friendly Establishment

Tasks/Interventions to achieve priority	Staff leading on this priority – including partners	Timescale/ Checkpoints	Success Criteria – What do you predict will be the impact on learners? (Data, observation, views)
Review progress so far and update Action Plan from last session	Audrey Sharon	August 2023 October 2023	All staff will be familiar with the Action Plan and what we still need to do to complete the accreditation
Discuss peer evaluations with staff. Draw up a timetable and complete with staff	Audrey Sharon All staff	September – December 2023 February 2024	All staff will know what to expect from peer evaluations, and will be confident to participate. All staff will be involved in peer evaluations, and practice should improve as a result
Identify a programme for promoting “Talk” strategies. Share “Talk” strategies with parents	Audrey Sharon	Monthly from October 2023 February 2024	All staff will understand and use “Talk” strategies. Parents will develop an understanding of “Talk” strategies and use them to improve their communication with their children.
Collect and collate evidence of success in all indicators	Audrey Sharon	January – March 2024 May 2024	Staff confidence in their skills will be boosted as we compile evidence of our strengths in supporting children in language and communication
Complete accreditation	Nicola Heatherton SLT Tanya Edwards EP	April 2024 June 2024	All children will experience an environment which supports the development of their language and communication skills.

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**Progress and Impact**

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**Looking Forwards - Next Steps  
(Not to be completed until priority achieved)**

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No.	Quality Indicator	Priority – (This should be a measurable outcome)
2	2.3 3.2	To improve our documentation of learning

Tasks/Interventions to achieve priority	Staff leading on this priority – including partners	Timescale/ Checkpoints	Success Criteria – What do you predict will be the impact on learners? (Data, observation, views)
Review our use of Big Books to document learning experiences in the learning spaces within the nursery. Monitor how these are being used by all staff.	Sharon Michael Mary Lula Nusrat	August 2023- February 2024 February 2024	There will be a Big Book in each learning space which documents the learning which has taken place during each planning period. This will consist of photographs, examples of children’s work, and comments by staff and children. Children will be able to access these easily to reflect on their learning. There will be consistency in these across the staff team.
Review Learning Journals and how these are used to record observations of learning, next steps, children’s progress in their learning and tracking of learning. Pilot Learning Journals app and compare with Seesaw. Consult staff and parents	Sharon Michael Mary Lula Nusrat	August 2023- November 2023 December 2023	There will be effective electronic Learning Journals to document, record and track individual learning journeys. The Journals will record evidence of the learning that has taken place, next steps in learning, and progress in learning across the curriculum. These will be easily accessible to staff, children and parents. There will be consistency across the staff team.
Establish self and peer evaluation to encourage consistency in recording observations, identifying next steps and recording children’s progress in their learning	Sharon Michael Mary Lula Nusrat	January 2024- April 2024 May 2024	All staff will know what to expect from self and peer evaluations, and will be confident to participate. All staff will be involved in peer evaluations, which should ensure consistency.

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**Progress and Impact**

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**Looking Forwards - Next Steps  
(Not to be completed until priority achieved)**

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No.	Quality Indicator	Priority – (This should be a measurable outcome)
3	2.2 3.3	To improve our teaching and learning in STEAM

Tasks/Interventions to achieve priority	Staff leading on this priority – including partners	Timescale/ Checkpoints	Success Criteria – What do you predict will be the impact on learners? (Data, observation, views)
Audit staff skills in STEAM and identify training needs. Arrange training opportunities for all staff.	Audrey Leeanne/Samantha Stacey Claire Fiona	August 2023 Inset Day October 2023	All staff will begin to complete Apple Teacher training, and most will complete. All staff will increase their skills in digital technologies, and will become more confident in supporting children’s learning in this area. All children will make very good progress in their learning in this area.
Identify establishments who have good practice in STEAM. Arrange visits for all staff. Eg Auchinairn ELC (woodwork) Castlemilk FLC (Digital learning)	Audrey Leeanne/Samantha Stacey Claire Fiona	August 2023- October 2023 October 2023	Visits to other establishments and opportunities for professional dialogue with colleagues will boost staff confidence and generate new ideas to promote STEAM within the nursery. All children will have more opportunities to participate in stimulating and creative experiences.
Review our digital strategy. Create a programme to ensure there are a range of opportunities for children to develop skills in STEAM, particularly in technologies and creativity. Monitor.	Audrey Leeanne/Samantha Stacey Claire Fiona	October 2023- February 2024 February 2024	Our digital strategy will reflect our journey in developing STEAM. Our monitoring of our learning spaces will ensure that there are opportunities for all children to explore and develop their skills in creativity, technologies and sciences.

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**Progress and Impact**

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**Looking Forwards - Next Steps  
(Not to be completed until priority achieved)**

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**4. Action Plan Summary for Stakeholders**

<b>No.</b>	<b>Priority</b>	<b>Expected outcomes for learners which are measurable or observable</b>	<b>Lead responsibility Core Team</b>	<b>Timescales</b>
1	To complete our journey to become an accredited Language and Communication Friendly Establishment	We will achieve accreditation as a Language and Communication Friendly Establishment. All children will be supported to communicate effectively in a positive learning environment.	<b>Lead-Audrey and Sharon</b>	Terms 1-3
2	To improve our documentation of learning	Our documentation of children's learning will provide very good evidence of the learning that has taken place. All children will have a Learning Journal which records their individual learning journey and the progress in their learning throughout their time in nursery. Big Books will effectively record the learning which takes place in each learning space.	<b>Lead-Sharon</b> Michael Mary Lula Nusrat	Terms 1-3
3	To improve our teaching and learning in STEAM	There will be more opportunities for children to learn about sciences, technologies, engineering, art and maths in all learning spaces within the nursery. Creativity and investigation particularly will be encouraged.	<b>Lead-Audrey</b> Leeanne/Samantha Stacey Claire Fiona	Terms 1-3

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