

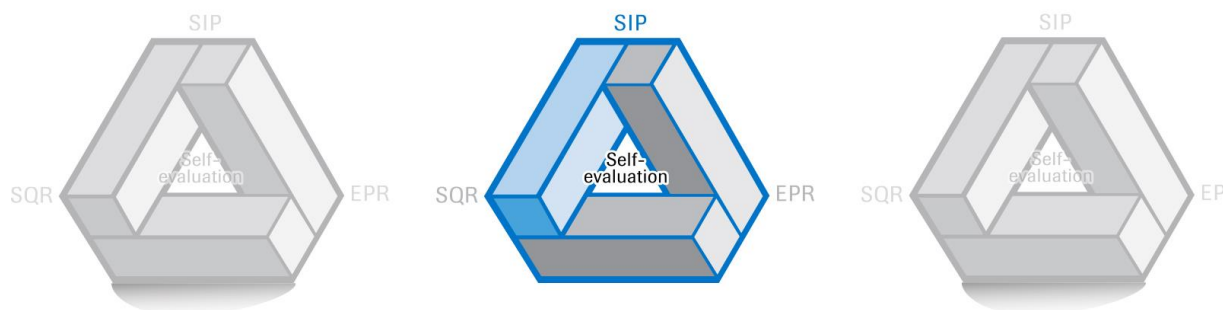


Supporting Improvement: School Improvement Plan

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Session 2022-2023



Establishment	Renfrew Street Nursery School
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1. Our Vision, Values and Aims

Vision - Nursery vision

- We recognise and understand that children's innate curiosity, playfulness, questioning and wonder are central to high quality learning and development. A high level of *Involvement* is recognised as a key facilitator of children's progress
- For children to be given the right amount of time and the right type of support to enable them to learn and develop
- For everyone to feel valued as part of a diverse community, for their family, language, beliefs and experiences

Values - To do this we will

- That wellbeing is central to all that we do and we aim for a fun environment where children are happy and secure in order to promote development: "People will forget what you said, people will forget what you did, but people will never forget how they made you feel"
- That we are inclusive – we adapt to children, overcome prejudice and see all children as equal
- That children are listened to and valued – children's voice is key, including recognition and respect for their home language
- That relationships and communication are positive and therefore can support learning
- That we support children with positive behaviour and to enable relationships with other cultures to grow
- That everyone is supported to make healthy choices
- That everyone in the nursery community can use valid ideas about how children learn, sharing this knowledge and skill to help children achieve their potential
- That learning dispositions including hard work and persistence, curiosity, communicating with others, being responsible and taking some risks are celebrated
- That nursery practitioners can pursue their own interests and specialisations with regard to the education they provide for children, supporting their own growth and development and develop unique relationships with children and their families
- That parents are seen as partners in promoting children's development
- That it is clear that a key part of our role is scaffolding children's learning and providing encouragement and challenge
- That children receive positive encouragement, which will then provide motivation, supporting the development of self-confidence

1. Our Vision, Values and Aims

We aim to

- Work in partnership with parents and carers to ensure that every child reaches their potential
- To actively promote a climate of equality and fairness for all service users
- 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 formulated in consultation with stakeholders during session 2020-21. In August 2021 there was a huge change in the nursery staff team. Now that the new staff team has had time to settle, we plan to review our vision, value and aims in August 2022, to ensure a shared ethos and approach going forward. This has also been inspired by the recent “Looking Forward” Conference.

2. Summary of our self-evaluation process.

Our self-evaluation was carried out throughout the session 2021-2022. A timetable was in place and guided the process to ensure a balanced and focus 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. Parents and children were also consulted in a less formal way.

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
- The very good progress made by all children in their learning
- The very good communications between staff and parents using Seesaw
- The flexibility and adaptability of the staff team

Priorities for development:

1. To evaluate and improve spaces for learning
2. To improve our partnership with parents
3. To continue and complete the journey to become an accredited Language and Communication Friendly Establishment

3. Action Planning

No.	Quality Indicator	Priority
1	2.3, 3.3	To evaluate and improve our spaces for learning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Organise CPD sessions for all staff to re-introduce “Realising the Ambition”	August 2022 Inset Day 2	Staff evaluations from CPD sessions Notes of discussions-brainstorming
Establish a timetable to evaluate each learning space and make changes identified	August 2022	Consultation with parents and children to get a baseline-questionnaires and/or mindmaps
Develop/introduce monitoring materials for each learning space within the nursery using “Realising the Ambition” guidance	September 2022 October 2022 Inset Day 3	Notes of meetings. Drafts of monitoring materials, tracking changes made
Pilot the evaluation programme	September 2022 to April 2023 February 2023 Inset Day 4	Notes of meetings, showing changes made, resources identified Observations of staff/child interactions Monitoring of provision/engagement
Continue to work towards Eco Green Flag, developing biodiversity and food	August 2022-May 2023	Eco Action Plan and evaluations Notes of meetings Photographs of activities
Complete self-evaluation in consultation with staff, parents and children using HGIOELC to demonstrate improvements	May 2023 May 2023 Inset Day 5	Self-evaluation materials from this session and last session to compare Parent questionnaires Consultation with children-mindmaps

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> • Audrey • Mary • Samantha • Nusrat • Rachael 	<ul style="list-style-type: none"> • Copies of “Realising the Ambition”, to be read by all staff • Training materials for staff-developed by Audrey, using materials from Education Scotland • Staff research and professional reading • Visits to other establishments to see good practice

No.	Quality Indicator	Priority
2	2.5, 2.7	To improve our partnership with parents

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Establish a Parent Group/committee to identify what parents need or would like	October 2022 October 2022 Inset Day 3	Questionnaire to identify parents' needs and wishes Notes of meetings Evidence of encouragement-posters, emails
Organise workshops/coffee mornings and pilot	October 2022 to May 2023 February 2023 Inset Day 4	Notes of meetings Photographs of events Copies of materials used Feedback from parents
Organise home learning programme and pilot	October 2022 to May 2023 February 2023 Inset Day 4	Notes of meetings Photographs of events Copies of materials used Feedback from parents and children
Organise events for parents to attend and pilot	October 2022 to May 2023 February 2023 Inset Day 4	Notes of meetings Photographs of events Copies of materials used Feedback from parents

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> • Sharon • Michael • Chantelle • Lula 	<ul style="list-style-type: none"> • Reading and online research-Education Scotland Improvement Hub • Visits to other establishments to see good practice

No.	Quality Indicator	Priority
3	2.4, 3.2	Continue and complete the journey to become an accredited Language and Communication Friendly Establishment.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Organise training for all staff around LCFE	August 2022	Staff evaluations and questionnaires Staff PDP meetings-identifying training needs
Audit current practice and identify areas for improvement Draw up an Action Plan	September 2022 October 2022 Inset Day 3	Questionnaires, meetings Accreditation paperwork, audits
Embed communication strategies in playrooms and in staff interactions	September 2022 to May 2023 February 2023 Inset Day 4	Peer assessment, playroom observations, displays
Organise meetings to inform parents of LCFE strategies	February 2023	Questionnaires, Seesaw announcements

Staff leading on this priority – including partners	Resources and staff development
<ul style="list-style-type: none"> • Audrey • Stacey • Claire • Fiona • Parmjit 	<ul style="list-style-type: none"> • LCFE paperwork and materials • LCFE training for all staff • Professional reading and dialogue • Support from SLT • Visits to establishments who have achieved LCFE accreditation