



Session:
2020-2021



Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

Supporting Improvement: Standards and Quality Report

www.glasgow.gov.uk
0141 287 2000



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Key developments-leadership of change

- We reviewed our vision, values and aims in consultation with staff, parents and children. As a staff team we discussed which values we consider to be important for a successful nursery. We asked our parents to complete a survey. We then created a word cloud using the words which were most meaningful and this helped to shape our revised vision, values and aims statements. The word cloud is displayed throughout the nursery building.
- We began our journey to become an Eco School and we are making good progress in working towards our first green flag. We received funding from the community Climate Asset Fund to develop our outdoor area. This has enabled us to build a greenhouse and a garden shed. We planted some fruit trees and grew a variety of vegetables in our new green house and in our new raised beds. We harvested a very good crop of plums, apples, potatoes and carrots, and the children have enjoyed learning about how our food grows.
- We made very good progress in working towards becoming a Language and Communication Friendly Establishment. We have achieved all the targets, and are awaiting the final assessment.
- We made very good progress in developing digital communication. We developed a web site, which included a virtual tour of the nursery. We developed Twitter as a means of communicating with our families. We continued to use our on-line learning journals very effectively. These means of communication have been invaluable during Covid-19 restrictions, and have ensured very effective links with our families.

Developments in learning, teaching and assessment

- Planning for children's learning is very good. The planning format begins with the child's interests and ideas and encourages children to be involved in planning for their own learning. Each child has an individual plan based on their interests and observed learning needs. Parents are also encouraged to contribute to their child's plan. There is a very effective system in place to ensure all children have focused observations by all staff. During Covid-19 restrictions this was able to continue, and staff felt that by working in smaller "bubble" groups they had a better knowledge of their children.
- Evidence of children's individual learning is recorded very effectively using online Learning Journals. Within these staff are able to record information about what children are learning and are able to track their progress, and identify next steps. They are easily accessible for parents. During Covid-19 restrictions our planning, learning and teaching remained consistent. Staff felt that they were able to focus more on individual children. Communication with parents using the Learning Journals was also very effective during Covid-19 restrictions.

- Children’s learning is very well-supported. The learning environments are stimulating and attractive, and children have access to a wide variety of resources to support their learning across all curricular areas. There are opportunities for children to develop skills in investigation and curiosity, as well as in literacy and numeracy.
- Children with English as an Additional Language are very well supported by an EAL teacher and other key staff to develop their English vocabulary to ensure that they are able to access the full curriculum.
- During Covid-19 restrictions, and particularly during periods of self-isolation and lockdown, home learning was used very effectively to ensure no child missed out. This consisted of on-line learning activities, and home packs with worksheets and resources.

Progress in promoting wellbeing, equality and inclusion

- An effective home to nursery transition programme supports children as they settle into nursery life. During Covid-19 restrictions this has taken place in the nursery garden. Enrolment paperwork, including the Care Plan, is completed in consultation with parents, and children have an opportunity to meet their key worker before moving indoors to become more familiar with the nursery environment.
- During Covid-19 restrictions the wellbeing of our children has been extremely important for all nursery staff. Children were placed into 2 “bubble” groups, with their own playrooms, toilets and outdoor area. This helped to keep them safe from infection, but also played a crucial part in ensuring that children were very well-supported emotionally.
- Children with Additional Support needs are very well supported in their development and learning. Every child who needs one has an effective Wellbeing Assessment and Plan, which is reviewed regularly. We work closely with Speech and Language Therapy and Educational Psychology to support children and their families.
- Children with English as an Additional Language are very well supported by an EAL teacher and other key staff. An assessment is completed to indicate where children are in acquiring English and to identify the support needed.
- Relationships with families has had to be very different this year because of Covid-19. Staff have developed creative and effective ways to engage with families, including email, telephone, Twitter and informal meetings in the nursery garden.

Progress in children’s learning

- We have an effective programme in place for literacy. This ensures that all children make very good progress in developing literacy skills. All children enjoy a daily story time, and are therefore developing listening skills and learning about how books work. They are also developing their communication and language skills, learning new words, and how to predict the outcome of a story. They learn about rhyme by singing songs and rhymes every day. This is further reinforced through our “Book and Rhyme of the Month”, which gives parents the resources and strategies to enjoy literacy at home in a relaxed setting. Children are encouraged to develop writing skills by being offered a wide range of resources and activities and being encouraged to experiment with writing and mark-making. Almost all children can write their own name by the end of their pre-school year, and many can write other words too.
- We have an effective programme in place for numeracy. This ensures that all children make very good progress in developing maths and numeracy skills. Almost all children can sort and match confidently, and can name colours and shapes by the end of their pre-school year. Almost all children can count confidently up to 10 and beyond.
- We have an effective programme in place for health and wellbeing. All our children learn about healthy living and we offer healthy snacks and lunch every day. The children have been learning about where our food comes from, and we have grown our own fruit and vegetables in the nursery garden. All children have the opportunity to participate in energetic activity every day: this is nearly always outdoors. We have a key-worker system which ensures that all children have at least one adult who knows them well, and whom they know well. This ensures very good emotional support. All children are developing friendships and learning to care for others.
- All other curricular areas are developed through free play and sensitive staff interactions. There are daily opportunities for all children to explore and investigate in science and technologies. All children have regular opportunities to explore and investigate the local area. There are daily opportunities for children to experience and develop their skills in art, music, dance and drama. Our nursery is multi-cultural, and we celebrate a range of faith festivals throughout the nursery year.

Here is what we plan to improve next year.

- Wellbeing of children and staff
 - Supporting children to become familiar with new nursery staff and new daily routines
 - Supporting staff to form a cohesive new team
- Complete Language and Communication Friendly Nursery accreditation
- Continue working towards our 1st Eco Schools Green Flag award

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The Head Teacher is: [Audrey McKinnon](#)

The contact e-mail address is: headteacher@renfrewstreet-nursery.glasgow.sch.uk

Our telephone number is: 0141 332 3236

Our school address is: [Renfrew Street Nursery School,](#)
[256 Renfrew Street](#)
[Glasgow G3 6TT](#)

Further information is available in: newsletters, the school website, and the school handbook

Please see the following:

www.renfrewstreet-nursery.glasgow.sch.uk

Twitter- [@RenfrewStreet](#)

www.gfis.org.uk/Providers/View/57