



Session:
2023-2024



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Supporting Improvement: **Standards and Quality Report**



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 successes this year.
<p>We would like to highlight the following improvements and achievements:</p> <p>Key developments-leadership of change</p> <ul style="list-style-type: none"> We reviewed our Vision, Values and Aims statements to make them more child-friendly. Our statements were very wordy, and we wanted to make our statements more meaningful to our children and families. The consultation involved in this process also proved to be a really good way of sharing our ideas. We improved our spaces for learning, both indoors and outdoors. We reviewed the purpose of each area to ensure that there were opportunities to develop learning in all curricular areas. We also created opportunities for investigation and discovery. We created a nurture room, as we had some children who were overwhelmed at times. This allowed us to provide a space that was quiet and calm, and which provided a very good retreat for children when they needed it. It was also a lovely calm space for settling new children. We improved our partnership with parents. We started to use Learning Journals, on an on-line app, as a means of sharing information with parents, particularly about their child’s learning journey. Parents engaged with this very well. We also continued to share information using our website, newsletters, texts and notices within the nursery. We further developed our home learning programme to include learning packs for a range of curricular activities: literacy packs with a book each month and linked activities for parents to keep; a lending library; literacy and numeracy bags for parents to borrow with games and other activities to share with their child at home. We ran “Song and Rhyme Time” sessions once a month to encourage parents to be involved in their child’s learning. This was well-attended, and was particularly good for our families with EAL. <p>Developments in learning, teaching and assessment</p> <ul style="list-style-type: none"> 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. Each child has a key worker who ensures that their needs are met and that they make very good progress in their learning.

- 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.
- 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 also opportunities for children to develop skills in investigation and curiosity.
- Children's learning is tracked very effectively across all areas of the curriculum using a traffic light system. Differentiated trackers are used for some children who need some additional support with their learning. This ensures that next steps in learning are carefully planned, and all children make very good progress in their learning.

Progress in promoting wellbeing, equality and inclusion

- An effective home to nursery transition programme supports children as they settle into nursery life. Initially parents spend some time in the playroom with their child, and then move to the Parents' Room. Enrolment paperwork, including the Care Plan, is completed in consultation with parents. The transition programme moves at the child's pace, with the length of session gradually increasing to suit the child.
- Children with Additional Learning 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 have an enhanced transition into Primary 1 if they need it.
- More than 90% of our children and families have English as an Additional Language. They 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. Our learning programmes are designed to provide the necessary support for children at different stages of acquiring English.

Progress in children's learning, raising attainment and recognising achievement:

- 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 almost 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.

- To improve children's achievement and progress in STEAM
- To improve children's engagement and participation by introducing and embedding Fröbelian principles
- To improve connected learning by improving self evaluation

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](tel:01413323236)

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

Please see the following:

www.renfrewstreet-nursery.glasgow.sch.uk

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