

Renfrew Street Nursery School



School Improvement Planning 2025-2026

School / Nursery	Renfrew Street Nursery School
Learning Community	Hillhead Learning Community
Area ELC Manager	Angela McConalogue
Head of ELC	Heather Douglas
School / Nursery Roll	40
<p>Grand Challenges 2024-27 (Grand challenges are the long-term strategic changes you intend to achieve)</p> <ol style="list-style-type: none"> 1. To improve children's achievement and progress in STEAM 2. To improve children's engagement and participation by introducing and embedding Fröbelian principles 3. To improve connected learning by improving self evaluation 	

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Challenge 1: To improve children's achievement and progress in STEAM				
Mission: To provide opportunities for children to make progress in their learning in sciences, technologies, engineering, art and maths, with a particular focus on creativity and curiosity.				
Commitments (Sprint):	Expected Outcomes:	Measures of Impact:	Lead Responsibility:	Target Date:
All staff will participate in self-evaluation workshops to take a closer look at all our learning spaces to identify the progress we have made in promoting creativity. We will identify ways to improve each learning space to provide richer learning experiences.	All staff will have increased understanding of creativity. All staff will participate in discussions around how we can improve experiences in creativity across all aspects of learning.	Record of evaluative comments generated during staff discussions.	Sharon Wright	August Inset Day 2025 and October Inset Day 2025
We will raise funds to allow us to purchase additional resources for STEAM. This may involve a grant application or a sponsored event.	The nursery will have a wide range of resources to support the development of STEAM across the curriculum.	Audit of existing resources and new resources will demonstrate improvements in the range of resources we are able to offer to support learning in STEAM.	Sharon Wright	October – December 2025
During our weekly CPD sessions we will evaluate our learning spaces individually and identify where and how we can ensure creativity remains central to our provision.	Our learning spaces will provide richer experiences for the children to explore creativity in a variety of contexts. This will include music, drama and dance as well as art.	Photographs and audit sheets before and after changes are made. Self-evaluation sheets before changes have been made, and evaluative comments afterwards. Big Books will illustrate changes made and the impact of those changes on the children's learning.	Sharon Wright	January to March 2026

January Checkpoint Evaluative Comments:

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May Checkpoint Evaluative Comments:

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Challenge 2: To improve children's engagement and participation by introducing and embedding Fröbelian principles				
Mission: To improve learning spaces for children by developing practitioners' understanding of Fröbelian principles and their confidence in applying them in their practice				
Commitments (Sprint):	Expected Outcomes:	Measures of Impact:	Lead Responsibility:	Target Date:
All staff will participate in a refresher session to recap Fröbelian ideas. We will evaluate how well embedded Froebelian principles and occupations are	.All staff will demonstrate an understanding of who Fröbel was and what his main ideas were. They will be able to identify the occupations and how we are developing these in the nursery.	Self-evaluation and audit sheets will reflect staff knowledge and understanding of Fröbelian principles.	Head of Centre	October Inset Day 2025
During weekly CPD sessions we will evaluate each learning space using audit sheets. We will identify changes which need to be made and action these changes.	Learning environments will reflect Fröbelian principles. This will be monitored using audit sheets. Learners will have richer learning opportunities.	Audit sheets before and after the review of learning spaces will demonstrate the improvements we have made. Evidence collected in Big Books for each learning space will illustrate the journey of change.	Head of Centre	October 2025 to March 2026
All staff will be given the opportunity to visit other establishments to observe Fröbelian principles in action.	All staff will visit at least one establishment which demonstrates good practice in Fröbelian ideas.	Staff feedback following their visits will reflect their increasing understanding of Fröbelian principles and how they can be adapted for our setting.	Head of Centre	October 2025 onwards
Fröbel Network events will be publicised and all staff will be encouraged to attend.	Almost all staff will attend at least one Fröbel network event.	Staff feedback following their visits will reflect their increasing understanding of Fröbelian principles and how they can be adapted for our setting.	Head of Centre	October 2025 onwards

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We will refresh staff awareness of the Fröbel trust website, and all the materials which are available to download, and which have been printed and stored in the staffroom. We will buy some books for use by staff to further develop their knowledge of Fröbel.	All staff will engage in some professional reading to further develop their knowledge and understanding of Fröbelian ideas.	Staff dialogue following their professional reading will reflect their increasing understanding of Fröbelian principles and how they can be adapted for our setting.	Head of Centre	October 2025 onwards
<p>January Checkpoint Evaluative Comments:</p> <ul style="list-style-type: none"> • <p>May Checkpoint Evaluative Comments:</p> <ul style="list-style-type: none"> • 				

Challenge 3: To improve connected learning by improving self-evaluation

Mission: To ensure all staff understand and value continuous improvement by developing and embedding a robust system of self-evaluation. To involve all staff, parents and children in evaluating nursery provision.

Commitments (Sprint):	Expected Outcomes:	Measures of Impact:	Lead Responsibility:	Target Date:
Continue to implement self-evaluation system started during session 2024-2025	All staff will become more familiar with the self-evaluation process and paperwork	Self-evaluation paperwork in place and shared Evidence Book Book in place and used effectively	Head of Centre Claire Ralston	September 2025-May 2026
Draft a system to improve staff involvement in self-evaluation in a meaningful way Continue to monitor this regularly	We will have a system of self-evaluation which allows opportunities for all staff to be consulted. There will be a timetable for implementation, and means of recording observations and opinions and collecting evidence.	Self-evaluation record sheets, monitoring sheets, Big Books, notes of meetings, will demonstrate the success of the self-evaluation system.	Head of Centre Sharon Wright	October 2025
Draft a system to improve the involvement of the children in self-evaluation in a meaningful way Continue to monitor this regularly	We will have a system of self-evaluation which allows opportunities for many of the children to be consulted. There will be an effective means of recording opinions and collecting evidence:	Self-evaluation record sheets, monitoring sheets, Big Books, notes of meetings, children's consultations, will demonstrate the success of the self-evaluation system.	Head of Centre	November 2025
Draft a system to improve the involvement of the parents in self-evaluation in a meaningful way Continue to monitor this regularly	We will have a system of self-evaluation which allows opportunities for many of the parents to be consulted. There will be an effective means of recording opinions and collecting evidence.	Self-evaluation record sheets, monitoring sheets, Big Books, notes of meetings, parents consultations, will demonstrate the success of the self-evaluation system.	Head of Centre Sharon Wright	January 2026

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Evaluate and review the self-evaluation system.	We will evaluate the self-evaluation system, including all the evidence collected. We will do this in a CPD session or on the Inset Day.	Evaluation of previous system of self-evaluation, compared against evaluation of revised system at the end of the year.	Head of Centre	May 2026
<p>January Checkpoint Evaluative Comments:</p> <ul style="list-style-type: none"> • <p>May Checkpoint Evaluative Comments:</p> <ul style="list-style-type: none"> • 				

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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 25-26.

Grand Challenge	Area of Focus	Quality Indicator
Transitions	<ul style="list-style-type: none">• To improve transition from home to nursery• To improve transition from nursery to primary school, with a Learning Community focus	2.6