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# Session:

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| Establishment |  | **Nithsdale Road Nursery School** |
| Head of Establishment |  | Annemarie Miller |
| Area/Local Improvement Group |  | South Lig 2 |
| Head of Service |  | Donnie MacLeod |
| Area Education Officer/  Quality Improvement Officer |  | Louise Hamilton/Sharon Constable |

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3. Action Planning

**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| Our Vision at Nithsdale Road Nursery School is to work in partnership with parents, cares and the community to offer a safe, secure, caring, healthy, respectful, inclusive, stimulating learning environment where each child achieves their full potential.  Our Values at Nithsdale Road Nursery School are the characteristics that we believe are essential for lifelong learning:  Children need to be able to adapt to different experiences and achieve emotional wellbeing. They need to take responsibility, recognise and manage their own feelings and understand the feelings of others, have a sense of independence and self-worth, form and maintain positive, mutually respectful relationships with others, be able to solve problems and make informed decisions and have a sense of purpose and goals for the future. |

| **2. Summary of our self-evaluation process.** |
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| Our self- evaluation focuses on key aspects of our children’s successes, achievements and well-being. An effective system is in place to monitor the quality of the work of the nursery and to gather the views of the staff, parents, children and other stakeholders. Staff work together to evaluate provision and together we make improvements and changes were needed. There is focus on continuing improvements to learning and teaching as well as improvements in achievements of all children. Strengths and areas for improvement are clearly identified. Our self- evaluation draws on a wide range of evidence. Staff are reflective practitioners and share good practice. Complete review undertaken using How Good is Our Early Learning and Child Care. This is reviewed yearly |
| **Strengths identified:** |
| **Priorities for development:**  **1: Promoting and Supporting Wellbeing**  **2:Moderation**  **3:Environments** |

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| **3. Action Planning** | | | | | | | |

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| **No.** | **Quality Indicator** | **Priority** |
| **1** | **3.1 Theme 1**  **CS 1.29** | Using an ethos based firmly on a nurturing approach we will support our nursery community repair, recover and rebuild. This will be managed at a sustainable pace with regular opportunities available for professional dialogue and discussion resulting in positive outcomes for children with particular emphasis on the support and promotion of wellbeing. |

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| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** |
| Covid-19 recovery plan agreed and in place. | On-going following Govt and local authority guidance. | Remits, roles and responsibilities are clear to all staff. Whole team approach. It will be under constant review. |
| Revisit Nurturing Principles and Approaches | August 2020 | All staff use a nurturing g approach to support the development of wellbeing. |
| Policy and Risk Assessment review | On-going from July 2020 | Our policies are accurate and up to date to support children, families and staff in the current climate. |
| Up to date training on ACES/Resilience | October 2020 | Learning and teaching approaches are understood and used to promote resilience and wellbeing. |
| Make good use of PATHS/Circle Time | November 2020 | Children will have opportunities to practice the language of emotions to support their emotional wellbeing. |
| Revisit All Behaviour is Communication | February 2021 | Strategies are in place and understood to support the promotion of positive behaviour. |
| Work closely with families | On going | Our families are aware of and understand our nurturing approach and are able to use this to support their own families. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head of Establishment  Team Leaders  CDOs  Education Psychologist  Glasgow City Council  Scottish Government | Current documentation: Applying Nurture as Whole School Approach. Realising the Ambition. Care Standards. All Behaviour is Communication Modules  Opportunities for all staff to develop their policy review and writing skills.  Team Leaders development of understanding and developing Risk Assessments  Resilience Video to explore ACES movement.  All staff will develop their research skills and use knowledge gained to improve outcomes for children whilst further developing personally and professionally.  Health and Social Care Standards: “I am supported to be emotionally resilient, have a strong sense of my own identity and well-being, and address any experiences of trauma or neglect (Standard 1.29) |

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| **No.** | **Quality Indicator** | **Priority** |
| **2** | **2.3 Theme 3** | Evidence of children’s progress is consistent and robust. Moderation is used to raise standards and expectations across the early level with practitioners taking a collegiate approach to reach agreements. Good use is made of assessment tools/frameworks to ensure our evidence is reliable and valid. Opportunities are in place to involve parents in this process |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | | **Evidence of Impact > (data, observation, views)** |
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| Moderation Champions Revisit Guidance | October 2020 | | Training program to be put in place |
| Moderation of Numeracy trackers | September 2020 | | Review impact of Numeracy trackers used effectively to make judgements around children’s learning. |
| Moderation Cycle is revisited | October 2020 | | Staff will be familiar with moderation cycle to ensure they can arrive at valid and reliable decisions on children’s progress. |
| Look at our planning cycle and how it translates to outdoor learning. | Jan 2021 | | Practitioners will offer a balanced curriculum when supporting outdoor learning and will be confident in reporting to parents about children’s progress. |
| Maintain and Build on learning from previous training (Tapestry) |  | Opportunities for practitioner reflection, personal development and professional dialogue in order to enhance practice and maintain quality. | |
| Regular staff meetings | On going | Opportunities for reflection. | |
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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| SMT  Team Leaders  Parents  CDOs | Team Leaders to continue as moderation champions  Education Scotland Resources  Using E&Os when planning outdoor learning |

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| **No.** | **Quality Indicator** | **Priority** |
| **3** | **2.2 Theme 3** | Ensure our learning environment is enabling, rich, varied, nurturing and safe. Children are motivated and stimulated with strong emphasis on outdoor learning. Careful consideration is given to resources, pace of day and sensitive interaction. |

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| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Evidence of Impact > (data, observation, views)** | |
| Organisation of the learning environment | August 2020 | All areas of the nursery are utilised effectively in order to best meet the needs of all children with consideration given to pace of day, routines and being safe. | |
| Forest school in place | October 2020 |  | |
| Organisation and management of resources and deployment of staff. | On going | With easy access of resources for all staff and children this will reduce the need for unnecessary movement around the building whilst ensuring children take an active part in accessing resources. | |
| Review of outdoor pedagogy | November 2020 | All practitioners are confident and knowledgeable in creating stimulating, engaging and challenging outdoor learning experiences. | |
| Involve children the development of risk assessments. | September 2020 | | Children, parents and staff will embrace a positive approach and clearer understanding around risky play. |
| Work in close consultation with parents | Throughout year | | Opportunities for parents to be consulted and included to support them build on their understanding of the benefits of outdoor play and learning whilst recognising and supporting any anxieties. |

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| **Staff leading on this priority – including partners** | **Resources and staff development** |
| Head of Establishment  Team Leaders  CDOs  Parents  Bilingual staff  Forest Rangers | Link in with Health and Social Care Standards: “As a Child I play outdoors every day and regularly explore a natural environment. ( standard 1.32)  Care Inspectorate Doc: Space to Grow  My World Outdoors  Staff will develop their confidence in delivering an outdoor based curriculum |