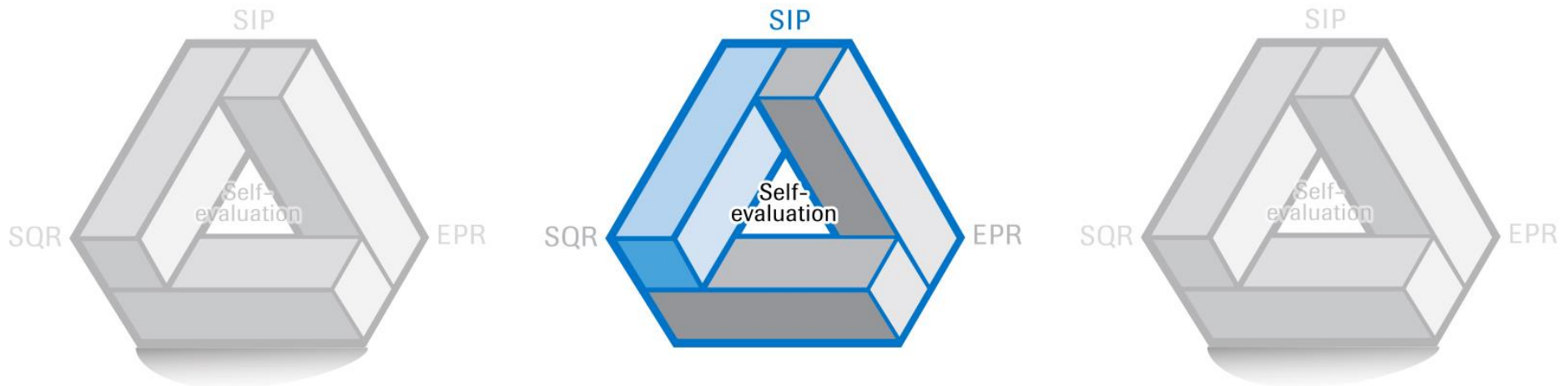




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Supporting Improvement: **School Improvement Plan**



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| Establishment | Penilee Nursery |
| Head of Establishment | Amanda Fox |
| Area/Local Improvement Group | South Rosshall LC |
| Head of Service | Heather Douglas |
| Area ELC Manager | Sharon Constable |

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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims

Our aim in Penilee Nursery School is to provide the highest quality early year's experiences for the children. We work hard to deliver an interesting, exciting and imaginative programme full of planned, purposeful play both indoors and outside that will encourage children to achieve their potential as a learner.

Our Visions and Values

Partnership -Our nursery will work in partnership with parents, other professionals and the wider community, especially at times of transitions. All partners should provide a positive role model for all children.

Environment -Our ethos is happy and positive where children feel protected and confident. Healthy lifestyles are promoted.

Nurture -To provide a safe, secure environment for all, where children are listened to and know who to speak to if they need support.

Inclusion -There will be equal opportunities for all. Children are included and valued.

Learning and Teaching - Using Curriculum for Excellence and Glasgow City Council guidelines our nursery will deliver the highest quality in learning and teaching employing a range of methods and consultation to suit all children.

Enjoyment -Children will experience exciting, active learning both indoors and out where their independence is promoted. They are encouraged to make choices and take responsibility for their own learning.

Encourage -Preparing children for their future through endless opportunities and encouragement to meet their full potential.

Penilee – Getting it Right for Every Child!

(A child friendly version of these visions and values is available for use with the children.)

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1. Our Vision, Values and Aims

2. Summary of our self-evaluation process.

Our self-evaluation calendar we continue to use provides clear guidelines for systematic evaluation using How Good Is Our Early Learning and Childcare. Within each priority self-evaluation is an on-going process that all practitioners are included in. We also use How Nurturing Is Our School, Realising the Ambition, Care Inspectorate reports and guidance, Language and Communication Friendly Establishment Audit, the Learning for Sustainability Reflection Tool, informal discussions, consultation with stakeholders and partners through questionnaires and rich professional dialogue to evaluate our service and provision. We have also used The Gender Friendly Nursery (GFN) Audit Tool to gain our accreditation as a Gender Friendly Nursery. All practitioners have been involved in moderation activities within the establishment and training opportunities relating to interests as well as key initiatives within the establishment. Annual Personal Development Plans for all practitioners and half yearly updates supported us in ensuring that we were on track to support practitioner's skills and develop their knowledge and competencies further.

Strengths identified:

We continue to engage with partners and other agencies to ensure that the needs of all children are effectively met. This is evident in the robust enhanced transition process we use to plan for children who will require additional support as well as the information gathering we do to ensure a smooth transition for all children going to school. We continue to link in with speech and language services using a triage method to request advice and support with regards to children have found may need support from this service. We have been working with Quarriers who offer ongoing support through weekly sessions to children we know will benefit from the small group work they offer. The sessions help build confidence and self-esteem to support children in their transition to school which complements our PAtHS programme delivered by practitioners. We will continue to access the service they offer in the form of The Quarries Summer Programme as additional support for children in our service.

Our service has sustained ways to offer different ways to include parents both in person and remotely. We have opened the doors of the nursery to parents inviting them to 'Stay and Play' to showcase teaching and learning giving children the opportunity to show their families their nursery. At the beginning of the year our LPA, who is leading Literacy development and Team Leader, who leads the expressive aspect of Literacy development, invited parents in to our nursery grounds to take part in PEEP Learning Together Programme at Penilee with their children. This involved our practitioners offering and modelling ideas of fun learning experiences that can be done at home to enhance parent/carer child relationships as well as give parents/carers the confidence to engage in learning with their children. In the weeks leading up to the end of term our Team Leader who leads Health and Wellbeing promotion along with practitioners who were responsible for transition created a programme that promoted playground skills for our pre-school children. The programme consisted of a questionnaire from our LPA asking parents/carers what their children's worries fears may be about going to school as well as promoting play time with feeder primary school buddies. Children also had the opportunity to go out to play with their play time snack allowing them to negotiate playing, opening and eating snack and opening and drinking their milk

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2. Summary of our self-evaluation process.

We have continued to distribute home learning packs with a focus on Literacy, Numeracy and Health and Wellbeing. The packs were initially distributed to children who had been identified as requiring challenge in these specific aspects of the curriculum. Through consultation with parents' children are asking for 'homework' therefore all children are being given packs as well as Library books in their individual book bags.

Priorities for development:

- 1:** Self-Evaluation for Self-Improvement – Ensure all practitioners have a working knowledge of HGIOELCC & Realising the Ambition.
- 2:** Family Engagement
- 3:** Use of digital resources in all areas

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3. Action Planning

| No. | Quality Indicator | Priority – (This should be a measurable outcome) |
|-----|-------------------|--|
| 1 | 1.1, 1.2, 3.2 | Self-Evaluation for Self-Improvement – More robust SE being carried out using HGIOELCC & Realising the Ambition. |

| Tasks/Interventions to achieve priority | Practitioners leading on this priority – including partners | Timescale/ Checkpoints | Success Criteria – What do you predict will be the impact on learners? (Data, observation, views) |
|---|---|-----------------------------|--|
| Awareness raising session of HGIOELCC self-evaluation tool & Realising the Ambition. | SMT LEL's | August 23 In-Service | Practitioners honestly and openly sharing what knowledge they have of documents and how they have used them |
| Attend any relevant training sessions on HGIOELCC or Realising the Ambition | All practitioners | Ongoing throughout the year | All practitioners will show and share knowledge of the documents. This will be seen in practice as well as during playroom monitoring Practitioners professional development logs Evidence of learning from development opportunities can be seen in practice Areas/aspects of our service being developed due to practitioners learning opportunities. Follow up summary of PDP's |
| Create and implement self-evaluation calendar in relation to HGIOELCC challenge questions and nursery improvement priorities. | SMT | August 23 | Robust self-evaluation to ensure a quality service is being delivered. Monitoring sheets Parents comments Seesaw observations Children's trackers |
| Create and implement self-evaluation calendar to ensure robust monitoring of all aspect's playroom practice and procedures. | SMT | August 23 | Robust self-evaluation to ensure a quality service is being delivered. Monitoring sheets Parents comments Seesaw observations Children's trackers |
| Implement self-evaluation with focus on relevant QI's identified in calendar & alongside Realising the Ambition. | All practitioners | Ongoing Term 2 | Robust self-evaluation to ensure a quality service is being delivered. Parents comments Seesaw observations |

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| Tasks/Interventions to achieve priority | Practitioners leading on this priority – including partners | Timescale/ Checkpoints | Success Criteria – What do you predict will be the impact on learners? (Data, observation, views) |
|---|---|-------------------------|---|
| | | | Children’s trackers Practitioners feedback. Observations of Practitioners practice. Learning conversations between practitioners |
| Adopt any improvements/next steps identified from self-evaluation process. | All practitioners LEL’s | Ongoing Term 1,2,3,4 | Action plan from outcomes of monitoring. Share observations of Playroom Practice and peer monitoring with all practitioners Monitoring of: Planned Observations of Learners Leading to Improvement (POLLIE) Monitoring interactions and questioning of children Monitoring of High-Quality Interactions Children’s trackers |
| All practitioners to use self-evaluation tools to monitoring and for peer support of practice | All practitioners | Ongoing Term 3,4 | Practitioners confident in HGIOELCC self-evaluation process and familiar with Realising the Ambition. Practitioners display increased knowledge of current pedagogy and practice resulting in raised attainment and achievement of all children. Practitioners confident in feeding back findings from evaluation practice and the service Robust self-evaluation to ensure a quality service is being delivered. Monitoring sheets Parents comments Seesaw observations Children’s trackers |

| Looking Forwards - Next Steps (Not to be completed until priority achieved) |
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| No. | Quality Indicator | Priority – (This should be a measurable outcome) |
|-----|-----------------------|--|
| 2 | 2.2, 2.5, 2.7, 3.2 | Promoting Family Engagement |

| Tasks/Interventions to achieve priority | Practitioners leading on this priority – including partners | Timescale/ Checkpoints | Success Criteria – What do you predict will be the impact on learners? (Data, observation, views) |
|---|---|---|--|
| Audit current events we offer to parents | SMT Amanda Morag | Pre-Term 1 July/August | Ensuring what we offer to parents is relevant and reasonable. Ensuring what we offer is beneficial to family learning |
| Questionnaire to parents detailing what we offer and what they would attend as well as any suggestions that would help to attend. To be given at time of enrolment/return. | Catriona Carol-Anne | Pre-Term 1 July/August Term 1 August | Parents will give feedback on what they think of the current programme, what they would like to see offered and what would encourage them to engage. Families will feel more involved in the process. |
| Arrange suggested diary dates for events to cascade to parents | Amanda | Term 1 August | Parents will have notice of all events offered ensuring the opportunity to involve all family in the events of the nursery |
| Make an action plan and give feedback from the outcome of parental questionnaire | Amanda | Term 2 October | Parents will acknowledge we have taken on board their suggestions. Parents will attend events as they will be more bespoke to their needs> Families will be more engaged with the life of the nursery. |

**Looking Forwards - Next Steps
(Not to be completed until priority achieved)**

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| No. | Quality Indicator | Priority – (This should be a measurable outcome) |
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| 3 | 3.2, 3.3 | Enhance children’s knowledge digital learning/resources through of the use of digital in all areas of playroom |

| Tasks/Interventions to achieve priority | Practitioners leading on this priority – including partners | Timescale/ Checkpoints | Success Criteria – What do you predict will be the impact on learners? (Data, observation, views) |
|--|---|-----------------------------------|---|
| Carry out an audit of current digital resources and purchase new relevant resources. | All practitioners Jade, Brenda, Natalie | Pre-Term 1 August | All practitioners know what resources are available and how to use them. Children will be introduced to digital resources. |
| Create a bank of digital experience/resources that can be naturally used in each area of the playrooms | All practitioners | Pre-term 1 August | All areas of the playroom will have a bank of suggested experiences to promote teaching and learning using digital resources. |
| Identify with practitioners’ current strengths and development needs in relation to digital and access appropriate training. | All practitioners | Ongoing Term 1,2,3,4 | Relevant training/info sessions will be sourced. Practitioners will have confidence when offering experiences to children using digital resources. Children will be confident in using digital resources appropriately. |
| Source training for practitioner’s relation to digital. | SMT | Ongoing Term 1,2,3,4 | Practitioners will have confidence when offering experiences to children using digital resources. Children will be confident in using digital resources appropriately. |
| Link with LEL team and local partners and digital networks to provide additional digital input. | SMT LEL | Term 1 September | Staff and children will be confident in using digital resources. Digital resources will be used appropriately and in context in all areas of the playroom. |
| Review current digital programme, update and implement in relation to Curriculum for Excellence Early Level Benchmarks. | SMT, Jade, Brenda, Natalie, LEL | Term 2 October | Practitioners will begin to use digital trackers to track children’s progress in the use of digital resources. |
| Implement digital focus through planning and high-quality learning experiences. | All practitioners | Term 2 October Ongoing | Digital learning/resources will be dominant in planning for children. Planning sheets and planning stories will feature digital resources in promoting learning and development. |
| Provide parent workshops to raise awareness of digital and how parents/carers can help at home. Focus of PEEP sessions | Catriona, Carol-Anne, Jade, Brenda, Natalie | Term 2 October Term 3 February | A calendar of dates and events available for parents to attend. PEEP sessions will promote the use of digital learning through readily available resources as well as nursery resources. |

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Looking Forwards - Next Steps
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