

**Session: 2024-2025**

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| **Establishment name** | NITHSDALE ROAD NURSERY SCHOOL |
| **Learning Community** | GOVAN/BELLAHOUSTON |
| **Link Officer / Area ELC Manager** | SHARON CONSTABLE |
| **Head of Service / ELC** | HEATHER DOUGLAS |

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| **EVALUATIVE STATEMENTS**  **Quality Indicator 1.3** Leadership of Change | | |
| How well are you doing?  Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes) | How do you know?  Describe the evidence you have gathered which details impact on pedagogy and learners | What are you going to do now?  What are your next steps/ priorities in this area? |
| *All Children and families benefit from a shared vision, values and aims and objectives that positively inform practice*  *We have developed a culture of distributed leadership where all staff are able to exercise initiative and take lead roles.*  *All staff are aware of our priorities as outlined in our SIP.*  *Self- evaluation is utilised and viewed by all staff and service users as a process that leads to improvement. Recent Care Inspection (Aug 24) Identified some gaps in monitoring systems.* | These are share with parents and staff and to some extent with children to become embedded in our ethos. There is a genuine commitment from staff.  All staff have a lead role in key areas such as Eco work (LFS), digital learning, health and wellbeing, Language and Communication and family learning. There is a high uptake of training opportunities indicates a strong level of commitment to personal and professional development.  Regular staff meetings ensure that staff are kept up to date and informed of Improvement priorities (challenges and missions) Improvement documentation is shared with parents digitally. December check points in place for review.  Senior staff communicates clearly targets for improvement and staff are facilitated to manage and take forward.  Evidence from Care Inspection report (1/10/24) | Vision, values and aims to be reviewed and refreshed 2024/25 to be more representative and reflective of our values through our Golden rules.  Through staff PRD sessions we will ensure staff skills and areas of expertise are being supported through SMT one to one support and training opportunities.  Make better use of digital technology to inform parents of progress.  Review monitoring systems and  Make better use of quality audit tools such as ‘A Quality framework for day care of children, childminding and  school-aged childcare |
| Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)  **Unsatisfactory Weak Satisfactory Good Very Good Excellent** | | |

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| **EVALUATIVE STATEMENTS**  **Quality Indicator 2.3 Learning, Teaching & Assessment** | | |
| How well are you doing?  Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes) | How do you know?  Describe the evidence you have gathered which details impact on pedagogy and learners. | What are you going to do now?  What are your next steps/ priorities in this area? |
| *All staff show a high level of commitment to children rights built upon very positive and nurturing relationships.*  *Almost all children are motivated and show high levels of engagement. Playroom are well organised ensuring children’s interest are sustained for long periods.*  *All staff uses Literacy and numeracy trackers effectively to gather assessment information and ensure that children’s progress is captured at key points.*  *All children; s learning and achievements are well captured through a variety of mediums and ensure children’s progress is up to date and accurate.*  *Al children who require additional support have robust systems in place to ensure their need are being met* | All staff have worked with our Educational Psychologist on the nurture principles and restorative practices. Nine Steps to Nurture Award achieved May 2024. Head of Nursery now assessing other establishments for award. Scottish Launch of Think Equal program attended by Police, Media and Council representative Jan 24.  All staff regularly rotate playrooms and resources are renewed and replenished based on children’s interest.  Children’s learning experiences are captured in individual learning folders, digital book creator and learning walls. Very good use of photographs allows parents and career to see visible progress throughout the year.  Well-being Assessment Plans (WAPS) are in place for all children who need additional support. These are reviewed regularly by SMT, keyworkers and parents. | All staff to complete Think Equal Training. Think Equal Program will be delivered to all children.  Develop digital trackers to support assessment.  SMT will take a more robust approach to monitoring children’s progress.  Opportunities for all staff to take part in moderation activities to ensure continuity of care, learning and development. |
| Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)  **Unsatisfactory Weak Satisfactory Good Very Good Excellent** | | |

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| **EVALUATIVE STATEMENTS**  **Quality Indicator 3.1 Wellbeing Equality & Inclusion** | | |
| How well are you doing?  Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes) | How do you know?  Describe the evidence you have gathered which details impact on pedagogy and learners. | What are you going to do now?  What are your next steps/ priorities in this area? |
| *Very good use of bilingual staff ensures that almost all children who have English as additional language are well supported.*  *Almost all staff are confident and have a very good understanding of GIRFEC and all children’s individual records contain a copy of the well-being wheel which is annotated with information specific to that child.*  *Opportunities are in place for almost all children and staff to work together to talk about their feelings, share their experiences and celebrate themselves as individuals.*  *Relationships between staff, children and families are very good and there exists a real sense of community at Nithsdale Road where a nurturing approach is clearly embedded in practice and ethos.*  *Effective communication systems are n place to ensure all staff are confident in their interactions with all children.* | Urdu/Punjabi are the dominant languages in use and 4 staff speak these languages offering additional support to children and their parents thus supporting transitions and the use of mother tongue.  Well-being wheel is completed by SMT and shared with key staff thus ensuring key evidence is accurate and up to date and ensuring wellbeing indicators are used in a meaningful way.  Think Equal Program launched in Scotland at Nithsdale Road, Jan 24. The year long program is there to support children’s social and emotional literacy and ensure equity and empathy is being introduced to our youngest leaners.  Nine steps to nurture award achieved May 2024 in recognition of the very good nurturing approaches used to support relationships. Training on 6 Nurture principles delivered by Education Psychologist in house and within the learning community.  Nursery awarded Language and Communication Friendly Award May 2022.  Nursery has LCFE accreditation and uses Talk strategies to support all learners. | Look at ways in which digital technology can support bilingual families and families new to English  Develop children’s plans in line with Care Inspectorate guidance to further embed the language of GIRFEC into daily practice.  Key staff will monitor Think Equal Program and adjust as and when necessary. Key staff will continue to support the wider community in delivering the program.  Head of Nursery involved in Nine Steps to Nurture assessment role.  Head of nursery attending Support and Development Group 24/25 |
| Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)  **Unsatisfactory Weak Satisfactory Good Very Good Excellent** | | |

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| **EVALUATIVE STATEMENTS**  **Quality Indicator 3.2 Raising Attainment & Achievement** | | |
| How well are you doing?  Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes) | How do you know?  Describe the evidence you have gathered which details impact on pedagogy and learners | What are you going to do now?  What are your next steps/ priorities in this area? |
| *All staff make very good use of literacy and numeracy trackers to inform them of children’s progress and identify next steps in their learning.*  *All children have access to opportunities to move freely indoors and out and from playroom to playroom. As a result of this children are independent and confident in making choices and decisions about their preferred learning style.*  *Programmes around mathematics, early language, communication and health and wellbeing are well thought out and delivered to a high standard by all staff. Careful consideration is given to pace of day and there is very good balance between free play and planned experiences*  *Most children are making good progress in developing their digital skills and are confident using a variety of digital learning tools such as iPad, spheros and quebeto.*  *As a result of learning for sustainability having such a high profile almost all out children are developing a wide range of skills and depth of knowledge relating in this key area.* | All children have an individual tracker for literacy and numeracy and these are updated regularly by keyworkers. This information is shared as art of Transition Programs with local school.  The nursery offers a unique outdoor space with gardens and playground space. There are opportunities for growing and planting in our many planters and our polytunnel. There are trees which children can climb and develop their risky play and motor skills. Free flow lunch offers a relaxed and calming eating experience where independence and choice are encouraged and supported by all staff.  All playrooms offer opportunities for all children to develop skills in the three key areas. Playrooms are well resourced and organised with and are organised into curricular areas (Imaginative, Creative, STEM and Curiosity)  Digital leader of Learning in place to support staff and children. One key worker has had STEM Ambassador Training and as a result more experience are now on offer to all children.  Eco group is established and children and staff are highly visible in the setting and within the community with local litter picks. All children have planted potatoes and used these to cook. | Monitoring of trackers and how they are linked to children’s learning journals to be more robust and moderated by SMT  Continue to develop our outdoor physical space with new fencing and the creation of new learning space.  Continue to monitor and ensure resource are suitable to children’s needs and interests.  Work with Leader of Learning to develop digital trackers.  Work towards our 6th Green Flag (May 25) |
| Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)  **Unsatisfactory Weak Satisfactory Good Very Good Excellent** | | |

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| **EVALUATIVE STATEMENTS**  **Optional Additional Quality Indicator: QI** | | |
| How well are you doing?  Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes) | How do you know?  Describe the evidence you have gathered which details impact on pedagogy and learners. | What are you going to do now?  What are your next steps/ priorities in this area? |
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| Using the descriptors from HGIOS 4, how do you evaluate your progress within this Quality Indicator? (Please Highlight)  **Unsatisfactory Weak Satisfactory Good Very Good Excellent** | | |