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The summary report is provided for parents/careers 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.

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|  | **Our achievements and improvements this year.** |
| Through this shared vision we have been able to identify the following achievements:  **Leadership of Change:**  As the new Head of Rowena Nursery from January 2021 and in light of the challenges that faced the sector during COVID 19 it was vital that there has been a strong focus on self-evaluation. All staff at Rowena have taken part in self-evaluation tasks looking at the successes gained within last year’s Improvement Priorities and areas that need to be further developed. Through answering key questions such as How are we doing? How do we know? What are we going to do next? has enabled us to develop a shared vision and aims in planning for continuous improvement within the nursery. The findings below are a combination of the previous year’s priorities, however with a strong focus of the improvement priorities achievements so far that were created in February/March 2021.  Using this evidenced based approach has allowed us to have a shared understanding of where we have been and what we need to do next. This has led to a focus on leadership at all levels where staff have taken on Champion roles with a focus on leading learning within the setting. Through working in partnership with our Leaders of Learning team from January 2021 where there has been a focus on Numeracy training and the use of the trackers to track children’s numeracy skills across the Curriculum for Excellence. This has built on and enhanced practitioners’ knowledge and understanding of purposefully promoting numeracy for all learners within the setting. This has led to the creation of Numeracy Champions within the setting who have been driving these areas forward within the playrooms as well as gathering evidence and data on how we are progressing.  All staff now take an active role in driving forward the centres Improvement Priorities where they use improvement methodology to drive forward change and gather evidence of the impact this has had on children’s learning and development as well as staffs.  Through self-evaluation of the challenges faced especially in light of COVID 19 in the way we shared children’s learning from nursery to home it was agreed that we would need to identify a more robust way of sharing and documenting children’s learning with parents. Through staff training on the use of SWAY this online digital platform has enabled us to begin this process of sharing learning from home to nursery. The aim is that SWAY will also be used by parents to share learning and achievements from home. We are at the early stages of this but will work towards having this embedded within practice over the coming year.  **Learning Teaching & Assessment:**  At Rowena we have been building an ethos where we have a deep understanding that learning occurs and progresses when children actively engage in meaningful play experiences that are intrinsically motivated and driven by a thirst for learning.  Through creating an environment that promotes children’s voice and autonomy. Our shared understanding of the importance of a play based pedagogical approach to learning is celebrated and valued within all our playrooms where attuned nurturing interactions with children are at the heart of our daily practice.  To ensure we provide a high-quality learning environment for children, practitioners have been evaluating the pace of the day for all learners. Through reflexive discussions on the importance of ensuring children are motivated and engaged within their learning has created an environment where there is a greater understanding of the importance of children actively leading their learning as well as a better understanding of what high quality child centred intentional planning looks like. This has been supported by all staff taking part in ‘High Quality Observation Training’ that focused on the ‘Why’ we observe. There is now a clear focus on children’s learning/skills and what this tells us about their interests and planning for what comes next. This in turn has informed the experiences, resources and interactions on offer as well as the intentional planning that now takes place within the playrooms. These observations are now documented on SWAY and are shared with parents.  Robust assessment, monitoring and tracking procedures are now in place within the nursery to monitor and track progress across the setting. A Quality Assurance Calendar supports us in the monitoring of the learning, teaching/interactions, engagement, as well as progress made within our Improvement Priorities. This takes a whole staff team approach in the analysis of information and data gained and planning for what comes next.  **Well-being, equality and Inclusion:**  At Rowena we understand and value relationships as the cornerstone for wellbeing and learning. Staff value children as skilled, competent individuals who have a thirst for life and learning. Through this shared understanding staff promote the Getting it Right for Every Child approach within the setting where a key focus has been on developing our Staged Intervention and targeted approach to supporting and challenging all learners within the setting. Our new Personal Plans highlight the importance we place on working with parents as partners in their children’s wellbeing and learning. We have also created within the personal plan a section for children to share their views on the targets set by parents and staff highlighting the ethos within the setting where children’s voices are listened to and acted upon.  Through a deeper understanding of how children learn and develop we have recently implemented rolling lunches where children are now able to make choices about when they come to eat and with whom they spend this time with. This has enhanced children’s personal, social and emotional development supported by nurturing responsive adults. Through this new initiative children have been enhancing their independence skills, social communication and healthy eating habits. This has also promoted children’s ability to self-regulate identifying when they feel hungry. Through reflective professional dialogue with a focus on national practice guidance has supported a deeper understanding on the value of uninterrupted play in supporting children’s learning and development. Within the rolling lunches we now plan to extend this by promoting children to self-serve and self-register at the lunch table, which in turn aims to promote children’s autonomy and their independence skills.  All staff have received GCC Child Protection training. Safeguarding policy and child protections procedures are in place and imbedded. During our recent Inservice day there has been a focus on the importance of supporting all learners within the setting and the importance of Early Intervention. This has included revisiting Policy Guidance such as ‘*Every child is included and supported: Getting it right in Glasgow, the Nurturing City 2016* guidance with a clear focus on staged interventions to support children’s learning and development.  **Progress in improving outcomes for children in attainment and achievement:**  Within the setting there has been a clear focus on Scotland’s Three National priorities; Literacy, Numeracy and Health & Wellbeing. All staff have taken part in ‘Glasgow Counts in our Playroom’ training to support the delivery of early level numeracy within the Curriculum for Excellence. Staff now take an active role in monitoring and tracking children’s progress within numeracy where this information is used to challenge and support their numeracy learning through responsive and intentional planning. Birth to Three staff have recently taken part in ‘Birth to Three Progression Pathway’ training for Literacy, Language and Communication which they will use to support children’s literacy and communication within the 2-3 playroom. This is overseen by the LPA within the nursery who provides ongoing support and feedback to staff. All staff will now over the next few months take part in Literacy for All in our Playrooms training which aims to support the development of early language development for children.  Discussions have also taken place with one of local primary school around working collaboratively on moderation of standards from nursery to primary. This will be further explored over the coming months.  Within our Gaelic Immersion playroom over the past six months there has been professional dialogue around the importance of a playful pedagogy rationale as well as looking at how we track Literacy and Numeracy for our Gaelic immersion learners. Through reaching out to our colleagues from the Gaelic school a moderation meeting took place and training from our QIO was delivered on high-quality Gaelic language delivery within early level playrooms. This has led to agreed protected future Inservice days to support and upskill our Gaelic Immersion practitioners in the delivery of early level curriculum through Gaelic Immersion. Moderation sessions are planned over the coming year between our Gaelic Immersion Early Years and Primary establishments.  Professional Judgement meetings between keyworkers and the Senior Management Team have been identified within our Quality Assurance Calendar for the year ahead, the first of which will take place in November/December 2021. These meeting will provide an opportunity for all staff to discuss children’s progress across our three national priorities and identify what supports or challenges will be put in place to support our children to be on track by the end of Primary 1.  **COVID-19 Recovery and Reconnection:**  Relationships and Health & Wellbeing is at the heart of our daily practice within Rowena Nursery. This continues to be a focus on reconnecting with our parents/carers. At Rowena we have had to look at how we communicate with our families and how we share children’s learning and achievements from nursery.  During Lockdown staff made regular Health & Wellbeing check in phone calls to parents where children and families wellbeing was discussed and any support that may be required. To ensure we continue to build on relationships with our families we will continue to carry out these phone calls where our discussions will be based around children’s personal plans targets where we will work in partnership with parents looking at how to support children’s wellbeing through the Getting It Right for Every Child approach.  Outdoor learning at Rowena continues to be a driver for curriculum delivery for all children. Staff have an excellent understanding of the benefits of outdoor learning on children’s physical and mental wellbeing particularly important in the context of COVID 19. Staff continue to build on their knowledge and skills in how to support an enabling outdoor learning environment where children take part in risky play experiences that not only promote their physical wellbeing but also their cognitive and social skills. Staff have recently taken part in Outdoor Learning Training delivered by STRAMASH.  Staff have an excellent understanding that children learn best when they feel, safe and happy within an environment that is nurturing and empathic. To continue to support the children’s emotional wellbeing within the setting all staff have taken part in Emotion Coaching training. Through our nurturing relationships staff use Emotion Coaching techniques such as labelling and validating these emotions aiming to support children in understanding their emotions and enable them to manage and self-regulate their emotions.  During lockdown social platforms such as Facebook where used to promote learning at home where different ideas where shared with parents to promote numeracy and literacy. For example, recordings of practitioners reading aloud stories where shared which children could access at home. However, and understanding that not all parents had access to Facebook led to discussions on how these resources could be accessible for all. Through staff being introduced to the benefits of SWAY the digital platform it was agreed that this would be the best way to ensure inclusivity and allow us to expand the home learning opportunities and experiences. From this a Home Learning SWAY was created which was updated regularly with ideas on how to promote fun literacy and numeracy experiences at home. The feedback from parents on this was very positive. This has then led to introducing SWAY to document individual children’s learning and development from nursery and this is shared with parents through a secure glow login. This continues to be a work in progress and we look forward in developing this further in the year ahead. |

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|  | **Here is what we plan to improve next year.** |
| **Improvement Priority 1**  By June 2022 100% of staff at Rowena Nursery will show an increased understanding and confidence in how to fully support and engage our children with Additional Support Needs, by using effective bespoke strategies that promote inclusion and meaningful engagement within their learning and development.  **Improvement Priority 2**  By June 2022 100% of Staff will have a shared understanding of how to purposefully and effectively plan for children’s numeracy and mathematics progression using G.C.C numeracy framework to ensure children are on track to reach early level by end of primary 1.  **Improvement Priority 3**  By June 2022 100% of staff will be confident in using technology to document children’s learning and progressions and sharing this and involving children and parents/carers. |

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|  | **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 contact e-mail address is: **Headteacher@Rowena-Nursery.glasgow.sch.uk**    Our telephone number is: **0141 959 9056**  Our school address is: **20 Knightscliffe Ave, Glasgow, G13 2TE**  Further information is available in: newsletters, the school website, and the school handbook |