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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

We have faced many challenges this year due to the pandemic. In August 2020 we reopened after the Summer break, welcoming all returning children and families. We opened 5 days per week from 8.30 am until 4.30 pm although we had to revise our opening times slightly throughout the year. Lockdown in January forced us to close to most children but we accepted keyworker and vulnerable children; Home Learning Packs were made available to those children we did not see. Staff were contactable throughout lockdown for all families needing support. It has been a very uncertain time for everyone but staff have worked extremely hard, following advice issued by the Scottish Government, to deliver a service under these difficult conditions

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|  | **Our achievements and improvements this year** |
| We would like to highlight the following improvements/achievements  In Thornlaw Nursery School we aim to ensure that every child is achieving their full potential in a nurturing environment which equips them with the skills of life, learning and work. Our core aim is that everyone living, learning, working or visiting demonstrates a commitment to our shared vision and values and we believe we can do this best by working in partnership with parents and other professionals. Each year we strive to improve the education and care we provide. This report tells you about what we think we are doing well, how we improved this session and what we plan to improve in the coming year. We hope you enjoy reading our report. Thank you for your support and a big thank you to everyone who worked with us to make 2020/21 another great year at Thornlaw Nursery School  All staff are committed to improving our nursery to help make a difference to children’s experiences and progress and to support families by offering help at the right time from the right people; staff, parents, children and visiting specialists are all involved in our self-evaluation process which is on-going throughout the year  This year we were unable to continue to offer 1140 hours to all children due to the pandemic and the need to reduce the number of staff and children in each room and to ‘bubble’ to ensure the safety of all, however, all children received snack and lunch. Our Senior Management Team of 3 work very well together, sharing our vision, commitment, resilience and decisiveness and this has helped us to take purposeful actions, enhance the training of staff and build deep relationships with families  All staff are very knowledgeable about the local community and its needs and we work in partnership with The WIN Project (who work with the local community to increase confidence, skills and nurture personal growth) and they provide family support for the children and families in Thornlaw Nursery School  Our planning this year has focused on  Health and Wellbeing  All staff have embedded their understanding and expertise of planning and delivering support to individual children and families through a very good understanding of the importance of Health and Wellbeing and Nurture and as a result, children are doing well  We were open through lockdown supporting families of keyworker children and vulnerable children. We maintained weekly contact with all our families through lockdown via weekly telephone calls, GroupCall, Facebook and Twitter and provided Home Learning Packs for those children we did not see. Appropriate help and guidance were sent to parents as we received it, always making sure that parents knew they could contact us at any time for help, support, guidance and signposting as necessary  Raising the awareness of all staff to ‘Developing the Young Workforce’ Career Education Standard (3–18) was not done this year due to the pandemic and the fact that collegiate activities are on hold  Common approaches to Health and Wellbeing and Nurture were not developed by the Learning Community Steering Group due to the pandemic  Effective learning and teaching in Numeracy across Learning  All staff have a shared understanding of what progression in Numeracy looks like and are able to plan and consolidate children’s fundamental numeracy skills using imaginative, interactive approaches; most children have developed in confidence and ability with a sound understanding of number, mental agility and problem solving. All staff use Glasgow Counts Trackers to record progress and plan next stages and this helps them to have a better understanding of standards and benchmarking through moderation and assessment with their colleagues. Staff have not been able to engage in moderation activities within Numeracy across the Learning Community as we have not been able to engage in collaborative learning due to the pandemic  Literacy for All  This is the first time we have utilised Literacy for All resources in the nursery. Over the course of the year, staff have become familiar with the trackers, becoming more confident using them to plan and assess children’s learning. Next year, we aim to embed the trackers into our daily experiences using them to inform planning outcomes and children’s learning as well as Transition Records (as we have done with the numeracy trackers). The group focus this year has been on ‘Tools for Listening and Talking’ and all children in the focus group have made progress, with 7 of the 10 children now considered to be on track. As a whole nursery, we need to evaluate how we provide learning opportunities to promote rhyme and phonological awareness so this will be a focus for next term  Developing our partnership with parents/carers  Due to the pandemic we have not been able to develop our partnership with parents/carers as planned although we have kept families up to date via newsletters and social media as much as possible. We have produced and sent Home Learning Packs and transition packs to support families to help their child at home. Parent nights were replaced by phone calls so that families were able to receive up to date reports about their child’s progress and we sent home a questionnaire to make sure that families were happy about the provision in place for their child  Outdoor Play  Our outdoor area is very important to us and we continue to encourage children to explore their environment, develop muscle strength and coordination and gain self-confidence. We have improved our outdoor area by developing a sensory area to make the outdoors more suited to the range of needs of children who attend. We have a quieter area which has been adapted to allow small groups of children to take time out of the busy, noisy playrooms and provide a cosy outdoor, noise protected space. Together with St Vincent’s Primary School, we are planning to improve the ‘field of dreams’ to make it a much better place to play and learn. We have a variety of outdoor clothing to allow us to play outside in all weathers and 1 member of staff has been trained in Play on Pedals so that they can encourage children to learn to ride a bike and help parent/carers to assist them more appropriately  Eco  We have held eco status since 2010 and are committed to continue this work; we have just submitted our next application for renewed status. All children take part in eco initiatives and some pre-school children are members of the eco committee, together with volunteer parents. This year we are working towards   * Reducing our litter and waste footprint through changes in attitudes and to increase children’s knowledge and practical skills in preventing and managing litter and waste * Raising awareness of hunger and how it affects people and what we can do to ensure that everyone everywhere has enough good-quality food to lead to a healthy life * Encouraging children to take an interest in nature and help conserve it * Learning what food is available, how it is grown, how it gets wasted and food culture   Our Sustainable Development Goal is Zero Hunger  Learning for Sustainability  We engage effectively with all our partners and are working towards our third Green Acorn award for having a coherent whole school approach to learning for sustainability that weaves together the three aspects of Global Citizenship, Sustainable Development Education, and Outdoor Learning. Applications for this initiative are on hold due to the pandemic  **Developments in learning and teaching and assessment**  Strong leadership by the Senior Management Team has ensured that all staff are able to engage children and families very well in assessing what works well and what needs to be improved. This has resulted in a whole centre approach being adopted to support improvement. New staff have welcomed the mentoring programme in place which supports their induction programme and practice, although this is currently on hold due to the pandemic. Staff have identified leadership roles that have motivated them to further develop their skills and knowledge to support their continuous professional development and experiences provided to children and families  We have unfortunately had to cancel our family learning initiative due to the pandemic but did manage to hold a Covid-19 friendly ‘stay and play’ session  Staff listen and value children's and parents/carers views and through focusing on building attachments, health and wellbeing outcomes for children with Additional Support Needs are well planned and, as a result, children receive targeted support from key staff who are very attuned and responsive to their gestures, sounds and preferences  Staff make very good use of quiet, cosy areas and provide children with calm, relaxing, safe spaces. We use visual aids, puppets and Makaton signs to enable children to express and understand their emotions and needs; all children are happy and relaxed, receive lots of cuddles, praise and comfort from responsive and nurturing staff  All children have benefited from participating in active physical play experiences both indoors and out. They have opportunities to explore a range of natural, sensory and loose parts play materials inside and out and have great fun playing with mud and experimenting with rain water  **Progress in promoting well-being equality and inclusion**  Inclusion  We are delighted with our progress in supporting children with Additional Support Needs this year. We have a dedicated member of staff who has knowledge and understanding of working with children who suffer from trauma and Adverse Childhood Experiences and she has been supporting inclusion, adapting the curriculum to suit particular needs and upskilling Support for Learning Workers. Each child has achievable targets delivered through structured timetables, consistency, sensory experiences and adapted adult led experiences. A sensory room allows children to access a quiet area when they are over stimulated in loud, busy playrooms and this means that they can continue learning at their own pace. Different learning intentions are provided for individual children in the sensory room and resources on offer are changed daily. Offering alternative communication methods such as PECS, Makaton, symbols and switches to children with additional support needs has shown that all children taking part have showed progress. We use pre-early level learning intentions and have developed a measurable document in order to track progress of individual children. We help them to build secure attachments and develop resilience  Offering Nurture time in a quiet area of nursery has encouraged all children to develop their communication and turn taking skills and we have seen improvement in how all children follow instructions and understand emotions with better relationships and improved behavior. We offer smaller group sessions (Sunshine Group) and 1/1 support to children in a quiet sensory based environment to help increase the learning opportunities for children when playrooms are over stimulating and overwhelming. It provides opportunities for children to progress in their individualised targets which have been created using the pre-early level document Milestones for guidance  The pandemic has caused children to have less opportunity to attend nursery and new restrictions, such as playroom bubbling, have had an impact on children's attendance and progress during this school year. Throughout the pandemic we have been open to keyworker and vulnerable children which has meant that children with additional support needs have been able to access some nursery which has been beneficial by giving them more 1/1 time due to the reduced number of children accessing the service and the playrooms being more manageable, with less noise and distractions. In order to achieve maximum progress, staff have been sharing information and practice ensuring appropriate strategies are in place to support individual child's development. The overall progress from the Sunshine Group is as follows –   * Communication - 22% increase * Making Connections - 16% increase * Self & Emotions - 22% increase * Functional Movement - 7% increase   84% of children made progress in the areas of development required (some children made minimal amounts of development and some maximum)  Wellbeing  Our approach to Wellbeing this year has been called ‘Top to Toe’ and covers the PAThS programme (Promoting Alternative Thinking Strategies), Mini Me Yoga (Mindfulness) and Shanarri Puppets (to increase language and memory skills). ‘PAThS’ is delivered to children in their pre-school year and this is impacting in a positive way on their social, emotional and cognitive development. All pre-school children respond very well to the puppet characters and staff use these to help children regulate their emotions  Children’s mental health and wellbeing has benefitted from this programme and we have seen better relationships with children learning how to resolve conflicts and make closer bonds with each other. Children have had fun with yoga sessions which has helped bring mindfulness and emotional feelings to the forefront. Due to the pandemic access to all programmes for all children has been briefer than we would have liked due to bubbling in playrooms, however, there has still been an improvement in their overall health and wellbeing  Over a period of 3 terms, children were subjectively assessed on their development in PAThS, Mini Me Yoga and Shanarri Puppets. Their progress was rated as either Early Stages, Making Progress or Showing Strengths. At the end of term 1 most children had shown progress in moving from Early Stages to Making Progress, by the end of term 2 these figures showed further progress and by the end of term 3 all children were showing progress in all 3 areas  **Equality**  In Thornlaw Nursery School all children, parents and staff are treated with equality; we recognise and respond fairly to the individual needs and identities of all. We treat children as individuals and respect their religion and culture, offering activities and toys regardless of gender and development needs; we provide the opportunity for each child to reach their full potential. We encourage positive role models, displayed through toys, imaginary play, books and posters that promote non-stereotyped images. Our next consideration is the development of a School Equalities Policy to consider cultural/ethos/curriculum development  We have continued to work with The WIN Project and we value diversity and challenge discrimination and consider ourselves the main focal point for arranging appropriate support for children and their families  **Progress in children’s learning/raising attainment and recognising achievement**  Almost all children are developing their social, emotional, physical and cognitive skills very well. Assessment booklets and Transition Records show almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage. Children have opportunities to work on their own, in small groups and in larger groups in an atmosphere that promotes choice, enjoyment and confidence. Staff make professional judgements about children’s progress and next stages which are shared with the staff team so that there is some moderation of practice. Working alongside parents we set targets for individual children and review them regularly incorporating advice and resources provided by specialists into planning for individual children |

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|  | **Here is what we plan to improve next year** |
| Health and Wellbeing  To develop a ‘culture of care’ and support all children to be caring, responsible and active global citizens with a firm appreciation of the natural world and their duty to develop skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world  Literacy for All  To further develop an innovative, progressive framework for Literacy for All, particularly talking/listening skills as these are essential life skills  Partnership with Parents  To ensure staff understand that parents, pupils and staff are partners in the education process and each has a role to play so that we can close the attainment gap, improve transitions to school and help parents to participate more fully in nursery life |

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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@thornlaw-nursery.glasgow.sch.uk  Our telephone number is – 0141 638 3176:  Our school address is – Thornlaw Nursery School 40 Crebar Street Glasgow G46 8EQ  Further information is available in newsletters, the school website, Twitter, Facebook and the school handbook |