

Glasgow City Council Education Services

Improvement Planning



Establishment	Buttons and Bows Nursery
LIG Area	South LIG 3
Session	2016-2017

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Signatures:

Head of Establishment	Mrs P McGraw	Date	June 2017
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1a Our Vision, Values and Aims

At Buttons and Bows we strive to get it right for every child by:-

- Providing a welcoming environment for all, where the needs of every child are met and they are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Supporting and directing our children, through the Curriculum for Excellence, to become successful learners, confident individuals, effective contributors and responsible citizens.
- Being fully committed to continuous professional development of our staff to achieve the highest standard of learning and teaching for every child in our care.
- Working in partnership with parents, schools, other agencies and the community.
- Using our knowledge and assessment of each child to enable us to provide the best possible broad general education.

1b How our Vision, Values and Aims were developed and how stakeholders were consulted

Staff worked together as a team, sharing their ideals and visions and collated the information and ideas they discussed. These ideas were prioritised and a draft vision statement created. Parents were consulted through parent questionnaires and also at our parent forum meeting. Following all discussion and feedback a final draft of our vision statement was created.

2. Summary of self-evaluation process

How we carried out our self-evaluation and involved stakeholders

We use Child at the Centre 2 as an audit, staff questionnaires, parent questionnaires, self evaluation tools for literacy and numeracy, playroom monitoring tools, staff discussion, discussion with parents and our parent forum members.

Building the Ambition reflective questions and National Care Standards are also used as tools for self evaluation.

Children are consulted through Talking and Thinking workbooks, talking tubs, learning conversations and Circle Time.

High level question	Key strengths	Areas for improvement
How good is our leadership and approach to improvement?	Staff are led by a manager and 5 senior child development officers. Best practice is encouraged and staff meet monthly to discuss key and relevant documents . Management seeks training to improve staff knowledge and skills. Staff further learning is encouraged and 6 staff members are engaged in further education courses. Professional development reviews are undertaken annually and staff are involved in planning for their own continued professional development.	Management and staff must become familiar with the new Education Scotland document - How Good is Our Early Learning and Childcare with a view to improving our self evaluation and tracking. We must make more time to plan for continuous improvement across the curriculum.
How good is the quality of care and learning we offer?	Staff spend much time building very good knowledge of, and relationships with, the children in their care. Much time is spent gathering initial information from families to make transitions smooth. Through nurture training, some staff have really engaged more holistically with children and families and this is evident through the children's progress and achievements. This can be seen in the children's development profiles.	We aim to continue to make good progress developing staff knowledge of Building the Ambition and GIRFEC. We will further develop our knowledge, understanding and ability to Nurture the children through training. Management and staff must learn more about Pedagogy and Play. We will work together with staff, children and families to improve our learning environments.
How good are we at improving outcomes for all our learners?	Staff plan well with the children and listen to the their ideas and needs. Playroom monitoring is used to inform the next steps for improving learning areas.	We will focus on improving the learning and teaching of Literacy and English as well as how we track the children's learning

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	1.3	Familiarisation with How Good is Our Early Education and Childcare to better inform self evaluation and tracking	Children will be evidently more engaged and motivated in activities and able to discuss their learning and progression.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Create self evaluation calendar and discuss QI 1.3 and challenge questions with staff	August 2016	Management and staff	HGIOELC
Parent forum/parent workshop – gather ideas from parents as to best ways of ascertaining families ideas and opinions on care, learning and teaching within the nursery.	September 2016	Management, staff and parents	HGIOELC, Building the Ambition, Curriculum for Excellence, National Care Standards
Staff together look closer at Glasgow's Good Tracking guide in preparation for end of term 1 reporting.	October 2016	Management and staff	HGIOELC, Building the Ambition, Curriculum for Excellence and Glasgow's Good Tracking guide.
Staff discussion of QIs 2.2.and 2.3 and challenge questions relating to the work of the nursery and meeting children's needs. Use information gathered to inform improvements in tracking the children's achievements.	January – March 2017	Management and staff	HGIOELC, Building the Ambition
Review changes and discuss QI 3.1 and challenge questions. Review our progress in ensuring all children and families are included equally and plans for improvement in the year ahead.	April – May 2017	Management, staff and families	HGIOELC, Building the Ambition

Evidence of Impact

Staff will :

- Become more familiar with latest documentation and guidance – HGIOELC, Building the Ambition, National Care Standards as tools for improving practice for the benefit of children's learning.
- Discuss ideas for change and implement new ideas across the curriculum, offering wider and more meaningful learning experiences for our children.
- Become more systematic in their approach to tracking children's learning.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.2 2.3	Develop our knowledge and understanding of Building the Ambition as we work towards improving our learning environments	By making positive changes to our learning environments and continuing to review our tracking systems, children's attainment will rise in all areas assessed.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Child protection training	August 2016	Management and staff Parents (if interested)	CCN training, Building the Ambition
Staff moderation focus – Section 6 What does the child need?	August 2016	Management and staff	Building the Ambition
Make improvements to physical surroundings and resources in all areas of the playrooms and outdoors	August - October 2016	Staff , children and families	Playroom monitoring tools, Building the Ambition
Staff moderation focus – Section 5 Refresh knowledge and gain further understanding of Attachment	November 2016	Management, staff and families	The Nurturing School – Mary McKerrell Powerpoint presentation and Youtube clips
Staff training update in Pre-birth to 3 and Curriculum for Excellence	November 2016	Management and staff	CCN Training, Pre-birth to 3 and Curriculum for Excellence documents
Staff moderation focus – Section 4 Play and Learning	February 2016	Management and staff	Building the Ambition
Review impact of changes to inform if rise in attainment is evident.	April 2016		

Evidence of Impact

Children will be:-
 Motivated and engaged in their learning and able to talk about what they have learned.
 Children's profile folders will demonstrate progression in their learning.
 Children will be able to choose from a range of high quality resources to aid their learning.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	3.1	Raising standards in Early Literacy throughout the curriculum	Pre-school assessments will demonstrate the impact of staff training, improved teaching and resources, resulting in raised attainment.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Use playroom monitoring tool in Literacy to audit, improve and reorganise literacy resources indoors and out.	August 2016	Management, staff and children	Playroom monitoring tool HGIOELC
Arrange visits to other establishments with in our LIG to observe good practice in Literacy.	September 2016	Management and staff	Other establishments, C for E, HGIOELC
Parent workshop to inform and involve parents of how learning and teaching takes place in literacy within the nursery and develop Home link resources.	September 2016	Management, staff and families	HGIOELC, Building the Ambition, C for E
Arrange new literacy training experiences for staff and staff share knowledge with other staff	November 2016	Management and staff	CCN training, C for E, Building the Ambition, HGIOELC, GCC LEL,
Arrange Literacy outdoors training for staff and use new knowledge to improve teaching. Share information with other staff members.	February 2017	Management and staff	MIndstretchers training, C for E, Building the Ambition, HGIOELC, GCC LEL,
Discuss QI 3.1 and challenge questions and begin to assess impact on learners.	April 2017	Management and staff	HGIOELC, Building the Ambition, C for E

Evidence of Impact

Children will be able to:
 Identify and recognise all initial sounds and letters.
 Identify syllables in words eg. own name.
 Make good attempts at rhyming.
 Listen well to engage in discussion about short stories eg. The Very Hungry Caterpillar.
 Talk about what they are learning.

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Familiarisation with How Good is Our Early Education and Childcare to better inform self evaluation and tracking	Children will be evidently more engaged and motivated in activities and able to discuss their learning and progression.	Head of Centre	May 2017
2	Development of Building the Ambition as we work towards improving our learning environments	By making positive changes to our learning environments and continuing to review our tracking systems, children's attainment will increase in all areas assessed.	Head of Centre	May 2017
3	Raising standards in Early Literacy throughout the curriculum	Pre-school assessments will demonstrate the impact of staff training, improved teaching and resources, resulting in raised attainment.	Room senior CDO	May 2017