



Follow-through Inspection Report

Cloverbank Nursery School

MAY 2011

1. The Inspection

Her Majesty's Inspectorate of Education (HMIE) published a report on standards and quality in Cloverbank Nursery School in June 2009 following an inspection in May 2009. Working with the education authority, the establishment prepared an action plan indicating how they would address the main points for action identified in the original report.

This follow-through report details the progress that the nursery and education authority have made in addressing the main points for action in the original report.

2. Continuous Improvement

The nursery continues to provide very good support to children and families. Children's learning experiences are regularly shared and celebrated with parents through illustrated displays, parents meetings and prompts for home learning being provided to fully promote the engagement of parents. Children regularly help with the organisation of events for parents, including selling tickets and providing refreshments as well as demonstrating their learning.

Children's involvement in the Eco schools programme has helped to develop further the nursery grounds. Partnership with Drumchapel Life has helped to develop the outdoor space. Children are fully involved in designing the garden and planting seeds and shrubs. These improvements have greatly enhanced the outdoor experiences now on offer for the children. The Eco committee of children and adults are involved in anti-litter campaigns within the nursery and in the local community. This is further encouraging the children to be responsible citizens. The nursery is now setting up a travel plan and promotes safe routes to school as well as safe play taking account of the nearby canal. International links with a nursery in Canada have been developed and a shared project using the theme of Polar Bear Ted is helping to raise awareness of environmental issues. The nursery is working towards achieving a green flag.

Staff plan for children's learning using the experiences and outcomes from Curriculum for Excellence. They take full account of children's previous experiences and build on these to provide depth to the children's learning. Big book planning is consistently being used to engage the children in the planning process and clearly identify next steps in their learning. The nursery has been working closely with local primary schools to improve further its transition arrangements. The children's profiles have been revised and are now central to these arrangements. The nursery is currently piloting a transition booklet which outlines a programme of shared learning experiences with nursery, home and a school buddy link.

3. Progress Towards the Main Points for Action

Main point for action 1

Further expand opportunities for literacy and numeracy through play.

The nursery has made very good progress in meeting this point for action.

Staff are planning confidently to ensure that children are appropriately supported and challenged with many opportunities to apply their growing knowledge and understanding in a wide range of contexts indoors and out. Active play using popular culture has greatly developed the children's literacy and numeracy skills. In a recent example children were asked to vote for three super heroes with child representatives canvassing for their particular candidate. A ballot took place with counting officers announcing the result. Children have improving opportunities to engage with texts and with writing in a range of motivating and purposeful contexts including planned outdoor experiences such as exploring safe routes to the nursery, using street names and directional language. Information technology is incorporated well into such learning experiences for example in using Google maps. Children's progress in language is being further supported by a focus on home partnership and literacy. Prompt sheets for parents to engage with their children after excursions and events are being well used. The home lending library has been extended to include choices of dual language for second language learners. Children's comments on the "Book of the Month" are also on display at the front entrance.

Children are learning about number through free play with materials they can count, sort and categorise. Staff plan for, and interact well with, children to help them develop their use of mathematical language. Children are learning about number and number order through involvement in songs and rhymes and by participating with peers in enjoyable games. Counting is a natural feature of the routines of the nursery and children are encouraged to take the lead and be independent. Daily activities include using a calendar to talk about the date and days of the week. Home sheets are also in regular use for children to record examples of literacy and numeracy that children identify at home and in every day life. Staff take advantage of number in the environment, for example, children take photographs of road signs and number plates outside and then use this to plan and reflect on the next steps in their learning.

Signs and displays of children's work ensure that all stakeholders are aware of the use of language in the curriculum. Planned learning experiences are set up for parents to encourage engagement and interest and clearly signpost the key learning that the children will be experiencing. There is a clear focus on ensuring literacy and numeracy opportunities are planned, taught and reinforced. The improved planning approaches in conjunction with regular team reflection on the quality of learner's experiences is having a positive influence on ensuring this focused approach is embedded and that all children experience high quality learning opportunities.

Main point for action 2

Continue to improve approaches which identify and check children's progress in learning.

The nursery has made very good progress in meeting this point for action.

The nursery has further developed its planning approaches to take full account of children's learning needs. Children are actively engaged in planning their learning by the use of big books, mind maps and voting systems. Assessment procedures have also been reviewed and now ensure that children are being regularly challenged in their learning and making good progress, building on previous knowledge and skills. The nursery has made use of 'I can' statements that illustrate children's learning. These

have been completed for the areas of literacy, numeracy and health and wellbeing. The statements provide staff with a clear and shared understanding of the types of success that can be achieved by children. They provide consistent benchmarks when assessing the progress of individual children. Staff have benefitted from training in quality questioning which has helped to increase the depth of children's learning. Folders containing milestones of children's learning and achievements have been developed as children's profiles. With appropriate support from staff, children are heavily involved in contributing to the collation of materials for these folders.

Children requiring additional support are well catered for. Targets for individual children are well focused and shared with parents. These targets are reviewed every week and thoroughly evaluated by all those involved. Shared targets are set for children with multi-agency involvement through collaborative planning and are detailed in home school booklets. Partnership working is strong to the great benefit of children and families.

**Main point for
action 3**

Improve monitoring of learning and teaching to improve experiences for children.

The nursery has made very good progress in meeting this point for action.

There is an agreed quality assurance calendar in place that monitors and tracks children's experiences and the outcomes they are achieving. Self evaluation procedures have been revised to fully engage all staff in reflecting on the experiences they are planning for children and ensuring that their intentions for learning have been achieved. Senior managers in the nursery are regularly involved in monitoring learning and teaching and provide helpful feedback to staff. Child development officers are openly engaging in these sessions and growing in confidence to reflect on their own teaching and that of their colleagues. There are now fortnightly meetings involving staff and senior managers in the nursery to fully reflect and talk about the quality of learning planned for children and the quality of teaching to support these plans. The revised children's profiles are well maintained and provide sound evidence of children's progress to support this dialogue. Staff welcome this very focused approach and are engaging well in the process. Consequently well informed changes are put in place to ensure that there is breadth, depth and challenge for children in line with the principles of curriculum for excellence. All stakeholders are engaged in reflecting upon the quality of service offered by the nursery. Parents have regular opportunities to give feedback through questionnaires, focus groups and regular dialogue with staff. A successful Parent and Child Evaluation leaflet has been piloted which is completed to support self evaluation after reporting to parents' meetings. Views of children and parents are used to impact on improvement.

Children and their families have recently been involved in the evaluation of an Alcohol Focus pilot project called 'Oh Lila'. Using a variety of texts, including digital footage of the children interviewing each other about their understanding of emotions such as being worried, children and families have been actively involved in evaluating the quality of learning achieved by the children. Documentation of this will be used as an example of good practice at the forthcoming project launch this month.

4. Conclusion and Next Steps

Overall the nursery has made very good progress in addressing the recommendations of the HMIE report.

The nursery is very well placed to continue to improve. The headteacher provides clear leadership and direction. Staff are supported by a wide range of staff development opportunities that are positively influencing the quality of learning for the children. Children experience rich and varied opportunities to learn and develop. Outdoor learning is becoming a strong feature. The revised planning and assessment processes of the nursery are ensuring children and their parents are actively involved in supporting these experiences. Strong teamwork is developing further through the enhanced self evaluation procedures now in place that ensure open and informed dialogue takes place regularly among the team. The nursery benefits from very good partnership working within its local community. Parents are well supported by the nursery to be well informed and confident to fully participate in their child's education. The clear vision and leadership of the headteacher, the strong teamwork and partnerships in place and the improved self evaluation procedures to reflect on the work of the nursery should ensure that this high quality provision continues and goes from strength to strength

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