## landscapeA4SQRCoverThe 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, and through our processes of self-evaluation we have identified what we can do in the coming session to continue to improve outcomes for our children and families.

Thank you for your continued support and thank you to everyone who worked with us to make 2022-2023 another successful year for Drumchapel Family Learning Centre.

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|  | **Our achievements and improvements this year.** |
| **Key Developments – Leadership of Change**   * At DFLC the Senior Management Team (SMT) are committed to developing leadership at all levels. Practitioners are empowered to use their knowledge and skills to drive forward projects that are of special interest to them. Leaders of Learning (LoL) are in place to lead learning across key curricular areas and there are identified co-ordinators for Health & Wellbeing and Family Learning.   + This year Margaret Carmichael, our LoL for Maths and Numeracy, led two Play-along Maths Programmes for parents and their children. All parents who provided feedback agreed that the programme had been beneficial for both them and for their child in terms of supporting an understanding of mathematical processes through play and fun activities.      * + Jillian Carmichael leads French sessions for children aged 3-5 years. This year almost all our children participated with confidence in the sessions. Data collected showed that almost all children made progress in attention, listening and talking, and learning French vocabulary. In Term 4 parents were invited to join in the sessions with their children and again all feedback received was extremely positive.      * + In May, Fiona Girvin our LoL for Music delivered a music programme for parents and children. The parents who took part in the programme with their children enjoyed seeing how we present music, songs & rhymes in nursery to support listening and attention skills and to support the development of language skills, including phonological awareness. The programme is fun and has had a significant impact on children’s learning and wellbeing. We plan to deliver this music programme to the younger nursery children and their parents next session so they too can enjoy the many benefits it offers.      * + We were very grateful to receive a community grant of £1,152.00 from the Thrive Under Five Network to deliver a family cooking programme within the nursery. Carrie Ann Gallagher led the four week programme three times across the year. Each programme saw a different group of parents and children work together in nursery to cook a low cost, nutritious meal. There was very good engagement by parents throughout the project and children’s pleasure in working jointly with their parents was very evident. In addition to this activity in nursery twenty free meal packs containing a recipe and ingredients were available each week for families who wanted to try out the recipes at home.   Every parent who provided feedback strongly agreed that both they and their child had benefitted from cooking together. All parents either strongly agreed or agreed that the recipes were easy to follow and that they would be likely to cook the meal again in the future.   * + This year digital learning was one of our focus areas. Emma McBeth, our LoL for STEM (Science, Technology, Engineering & Maths) worked closely with early years colleagues across the city on STEM projects that she then introduced to staff and children in the nursery. This led to staff being more aware of resources and activities to encourage children’s engagement and learning in STEM. It also resulted in there being more opportunities for children to experiment in science topics in the playroom, as well as more opportunities to learn through digital technology, for example using i-pads and programmable toys.   We were able to add to our bank of STEM resources thanks to a grant of £500 from the Edina Trust. In addition to this a small group of six nursery children and staff also enjoyed a fun-filled day of investigation and exploration at the Glasgow Science Centre courtesy of additional funding received from Glasgow City Council.   * + This year we appointed two designated members of staff, Kirsty Smith and Patrick Clarke to lead outdoor learning. This created a more consistent approach which in turn led to an improvement in the quality of the outdoor learning programme for our children. For example, a planting schedule is in place for the mini allotments and children are involved in planting and growing activities throughout the year. There is also plans in place to carry out some improvements using funding received from the Glasgow Flightpath Fund (£1,500.00). Men Matter (Scotland) have agreed to help us with this project which we believe will enhance the garden further and mean an even better space where children can play, explore and have fun.      * + Debbie McColl is our Eco Leader of learning in the nursery. Across the year Debbie co-ordinated Eco group meetings with the children as well as various Eco activities such as litter picks and lobbying parents to pledge their support for Earth Hour. The nursery is well on track to secure a 2nd Green Flag Award. We are confident that our application, due for submission in September, will be successful. * In response to new guidance issued by the Care Inspectorate all staff were involved in reviewing the provision of lunches in the nursery with the aim of improving the lunchtime experience for all children. In the coming session we plan to trial a different approach where a Lunch Bar will operate for children in the Rainbow Room. We are confident that this new approach will be less disruptive to children’s play and learning and will effectively support children to build independence, confidence, esteem and self awareness.   **Key Developments - Learning, Teaching and Assessment**   * At DFLC our staff participate regularly in high quality professional learning with the aim of raising children’s attainment in literacy and numeracy. In Term 1 and Term 2 this year staff working in the playroom for 3-5 year olds took part in numeracy training. The aim of the nine week training programme was to help staff build confidence to effectively use the “Measure” and “Data Handling” sections of the Early Level Numeracy Framework in order to support children’s learning and to accurately assess and track each child’s progress.   Staff feedback collected pre and post training showed a significant impact for staff. 100% of staff said that they were more aware and confident to make good use of the framework to plan for and support children’s learning in numeracy. The impact for children was also positive, for example staff provided increased opportunities for children to explore and learn about measure and data handling, and every pre-school child had a tracker in place documenting their progress and achievements.   * Digital Learning was a priority in the nursery Improvement Plan this year and some progress has been made towards achieving the tasks outlined in the plan.   A Digital Learning Strategy for the nursery has been compiled which sets out our aims and objectives clearly. This is displayed on the Parents’ Noticeboard for your information.  Through accessing numerous training events staff are becoming more skilled and confident in the use of digital technology to enhance learning and teaching. Nearly all staff have made progress in working with an i-pad and as a result children are benefitting from the improved support staff can provide them with.  Digital Learning for staff and children will continue to be a focus in the year ahead. The nursery’s Digital Leader of Learning (Kathleen Diver) and the Head of Centre will lead and support both staff and children to develop their digital skills further and to achieve the target outcomes identified on the nursery’s Digital Learning Strategy and Improvement Plan.  **Key Developments - Wellbeing, equality and inclusion**   * The culture and ethos within our nursery is positive and caring; the wellbeing of children, parents, and staff is central to all that we do. The HOC holds wellbeing meetings with each member of staff at least once a year. This together with an open door policy demonstrates a commitment to support practitioner’s wellbeing. Data collected from this years’ staff wellbeing discussions showed that 100% of staff feel well supported by the SMT on both a personal and professional level.      * At DFLC children who face additional challenges are very well cared for and supported by practitioners and senior management. We actively promote inclusion and equity supporting all children to make progress and fulfil their potential.   Meeting the needs of all children is a priority area included in the nursery Improvement Plan for session 2023-2024. In preparation for the year ahead we have re-configured the nursery layout and made changes to the daily routines to meet the needs of all our children more effectively particularly those children who experience difficulties and challenges on a daily basis. The new layout includes the addition of a Sensory Room and also a separate dining area where children will have lunch and snack. New routines will provide flexibility and will minimise transitions throughout the day to ensure the needs of all our children are met.   * There is a strong commitment to continuously improve practice through professional learning. In November we were delighted to welcome Tanya Tennant to the nursery to deliver staff training. Tanya has specialist knowledge in Autism Spectrum Disorder and offers a consultancy service to education establishments across the country. We joined up with staff from Cloan Nursery for two brilliant sessions. Tanya herself has Autism, the personal experiences she shared gave a great insight into the complexities of ASD, and staff fed back that the various support strategies she offered was very helpful.   Post training evaluation was extremely positive; all staff said that they had gained a better understanding of ASD and that they felt more confident to provide appropriate support for children in their care who have autism or who display anxious and distressed behaviours. Following the training, playroom monitoring and tracking of children’s progress enabled the SMT to conclude that there had been a positive impact for children and an improvement overall in the support provided for children who experience difficulties and have barriers to their learning.  **Key Developments - Progress in improving outcomes for children in attainment and achievement**   * We are pleased to report that assessment information gathered throughout the year showed that all children across all the age ranges made progress in their learning and almost all children displayed increased confidence and independence skills.   Attainment data for children moving on to school was analysed at the end of term in June. The table below shows the percentage of children on track with their learning in Literacy and Numeracy (Early Level).   |  |  |  |  | | --- | --- | --- | --- | | Maths & Numeracy | Listening & Talking | Reading | Writing | | 52% | 85% | 70% | 77% |  * Throughout the year our Lead Practitioner Attainment (Lisa Baynham) successfully led the second year of our ‘Glasgow Counts’ project. Lisa carried out regular, focused work with a target group of ten pre-school children with the aim of raising attainment in maths and numeracy by around 40%. The Early Level Numeracy Tracker was used to record progress over the course of the project and analysis carried out at the end of the project showed every child had made significant progress on the tracker to achieve the target outcome.      * The successes and achievements of our children across the year was recognised and celebrated in various ways. For example, we marked the end of a successful year for our younger children by holding a Teddy Bear’s picnic. For children leaving nursery to begin school we invited parents and family members to join us for a Graduation Ceremony to celebrate each child’s personal achievements at nursery and to mark their transition from nursery to school, a milestone event in their lives. We wish all our children and families moving on all the very best for the future. |

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|  | **Here is what we plan to improve next year.** |
| 1. **Ensuring wellbeing, equality & inclusion - Nurturing Approaches;** Children are   nurtured and supported throughout their daily experience in nursery   1. **Personalised Support** – Meeting the needs of all children 2. **Developing creativity and skills for life and learning** |

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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@drumchapel-nursery.glasgow.sch.uk](mailto:headteacher@drumchapel-nursery.glasgow.sch.uk)    Our telephone number is: 0141 944 5455  Our school address is: 15 Kilcloy Avenue, Drumchapel, G15 8RP  Further information is available in: newsletters, the nursery handbook, and the nursery website  Also on social media:  Twitter logo before and after - a blue bird and a white 'x' on blackFollow us on Twitter **@Drumchapel\_FLC**  **facebook** and on Facebook at ***Drumchapel Family Learning Centre*** |