



## Glenwood Family Centre Standards and Quality Report 2022-23



### Glenwood Vision, Values and Aims

Our Vision, Values and Aims were developed in 2015-16, taking account the views of all stakeholders. They were revisited during the 2020-2021 session when our **Charter** was developed.

Our **Vision** is **Glenwood Family Centre - Learning and Growing Together.**

Our **Values** are- **Excellence Partnerships Inclusion Respect Nurture**

Our **Aims** are-

**G**.I.R.F.E.C approach. We strive to 'Get it Right for Every Child' (G.I.R.F.E.C). We work in partnership with Parents/Carers, professionals and other agencies to meet the individual needs of the child.

**L**isten to one another. Ideas and thoughts of all stakeholders are listened to and valued.

**E**xcellent opportunities for 'Learning for a Better World'. We are rights respecting, eco-friendly and appreciate the wonders of the outdoors.

**N**urturing, safe and stimulating environment where children are supported and challenged in their learning.

**W**elcoming and friendly ethos which is inclusive to all.

**O**utstanding learning opportunities both indoors and outdoors. Children have opportunities to learn, develop and be challenged in their learning, reaching their full potential.

**O**thers' beliefs, values and opinions. We respect and value others. We encourage stakeholders to share their diverse beliefs, values and opinions as we learn together about the people within our community.

**D**edicated, enthusiastic and knowledgeable staff. Staff responding to the interests and needs of the children, the children will become Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.



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Our **Charter** was developed in 2020-21.

We pledge to-

- Build Positive Relationships
- Get it Right for Every Child
- Respect and Include Everyone
- Celebrate Diversity
- Communicate Effectively
- Listen to Your Point of View
- Work in Partnership
- Care for Our Community
- Continue to Learn As Professionals



*Our Charter*

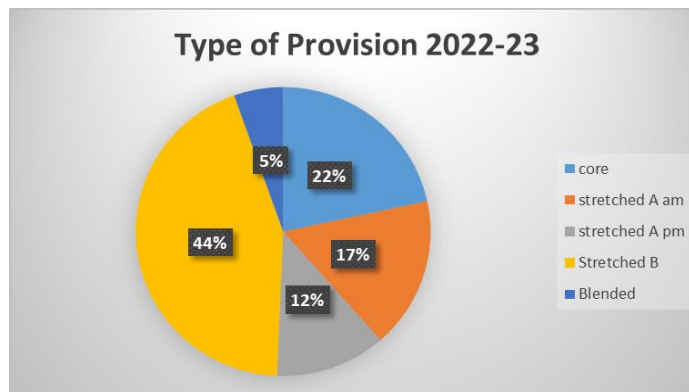


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### Context of the School

Glenwood Family Centre provides early learning and childcare (ELC) for 96 children aged from three to five years old attending at any time. Our roll this session was 148 across the week. Glenwood offers flexibility for families in its provision of early learning and childcare with 1140 hours available for all children. *Most* (78%) of our children had 48 week placements while the remaining children (22%) attended Core hours- 5 x 6 hour days, term-time. Of the 48 week children, the *majority* accessed Stretched B hours- 2 x 9.5 hour days and one 4 hours 45 minutes session per week, *less than half* (37%) accessed Stretched A hours -5 x 4 hour 45 minutes sessions per week, either am or pm and a *few* had Blended placements- 1140 hours split between two settings, typically 2 x 9.5hour days in Glenwood and the rest of the time elsewhere. All children are entitled to receive a hot meal each day/session they attend.



Our premises has capacity of 180 children at any one time and comprises 3 linked indoor playrooms, an outdoor classroom, a gym/dining area, a break out space with further dining and a quiet room. There is direct access to outdoor play zones from each playroom offering a variety of outdoor play provision including access to physical equipment, a large sand pit, covered areas, outdoor dining and a grassy/ tree area.

Our team includes a Head Teacher, Depute Head of Centre, Principal Teacher, Teacher, Senior Child Development Officer, Child Development Officers, Early Years Play Workers, Business Support and a Janitor/Cleaner.

Glenwood serves a fairly diverse social and economic area across the Thornliebank, Clarkston and Giffnock areas of East Renfrewshire. Approximately 25% of the children are from a minority ethnic background.

*Most* (83%) of our children live in SIMD 7-10 with a *few* (7%) living in SIMD 1-3.

There are strong links with our St Ninian's cluster primaries and secondary school and the head teacher is part of the Cluster Leadership Group. There are further links with neighbouring ELC establishments through the Early Years Neighbourhood Group (EYIG), providing the opportunity to share best practice and work collaboratively. There is a close working partnership with other agencies including Educational Psychology, Speech and Language Therapy and Carlibar Communications Centre (PSADU).

Parents actively support the work of the centre and there is a Parents' Committee who further support the work of the centre in many ways including fundraising.

Further information, including staffing, can be found in our handbook on the website.

<https://blogs.glowscotland.org.uk/er/Glenwood/about-us/school-staff/>



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### Improvement Plan Priorities 2022-23

#### **Leadership and Management**

- All staff 'learn and grow together' to support professional development; identify and lead improvement activity; and meet the needs of all learners and families.

#### **Learning Provision**

- To provide innovative and creative learning experiences for our children through Learning for Sustainability
- Assessment is an integral part of learning and teaching and is used effectively to plan high quality learning experiences for all children

#### **Success and Achievements**

- To provide an environment (spaces, interactions and experiences) which further supports the development of communication and literacy skills for all children



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### Method of Gathering Evidence

Our evidence was gathered from:-

- Care Inspectorate Report (March 2023)
- Authority questionnaires (March 2023)
- Digital Schools Award self-evaluation and award (September 2022)
- Children’s learning journals
- Self-evaluation- views of children, parents, staff and community partners
- Whole school evaluation through audit
- Staff self-evaluations
- Baseline and developmental milestones analysis
- Head teacher parent focus groups
- Parental questionnaires, surveys and feedback
- Keyworker coffee and chat evaluations and evaluations of parent, curriculum evening and information sessions
- Minutes of meetings including Joint Support Team meetings
- Learners’ evaluations of their learning experiences
- Monitoring of learning and teaching, attainment and achievement throughout the year through regular team dialogue
- Observation of practices with learners and staff, and by senior leadership team through, for example learning visits and learning walks where the focus is on the experiences of the users
- Information from partners such as educational psychologist and speech therapists
- Moderation at school, cluster and authority levels



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**How good is our leadership and approach to improvement?**

<b>QIs-1.1, 1.3, 1.4</b>		<b>Evaluation: Excellent</b>
<p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p><b>School Priority</b> All staff ‘learn and grow together’ to support professional development; identify and lead improvement activity; and meet the needs of all learners and families.</p>	
<p><b>NIF Driver(s)</b> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement</p>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b> A skilled and confident workforce A culture of self-evaluation and continuous improvement</p>	
<p><b>Progress, Impact and Outcomes</b></p> <p>Care Inspectorate recognised leadership and our approach to quality assurance and improvement as <b>excellent</b>.</p> <p style="text-align: center;"><i>“We found that very strong leadership of the service supported staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential.”</i> <b>Care Inspectorate Report, March 2023</b></p> <p>We work together as a team to evaluate and reflect on how we are doing through self-evaluation. <i>How Good is Our Early Learning and Childcare?</i> is embedded in our self-evaluation processes and this session we began using the Care Inspectorate’s new Quality Framework for Early Learning and Childcare document. <i>All</i> staff engaged in allergy training and self-evaluation of our mealtimes using CI’s practice note, Quality Mealtimes and as a result of our self-evaluation we created a short-life working party to secure identified improvements.</p> <p>Our ongoing self-evaluation of our practice, including consulting children as stakeholders, led to us adapting the length of time we are in each playroom; we initially had a three week rotation but now rotate around the different playrooms every 6 weeks. This has positively impacted on both the physical environment with staff teams having greater ownership and on the depth of learning evident in the children’s experiences. We will continue to ensure stakeholders including staff, families and children are part of our self-evaluation processes, especially ensuring the voice of <i>all</i> children as part of our Rights Respecting journey.</p> <p style="text-align: center;"><i>“The staff team worked together very effectively to evaluate and reflect on their practice. They were keen to take forward current ideas, develop and implement best practice guidance.”</i> <b>Care Inspectorate Report, March 2023</b></p> <p>We continue to develop staff capacity at all levels and <i>all</i> staff embrace opportunities for professional and personal development. This is reflected in Quality Conversations for local</p>		



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government staff and the Professional Review and Development for teaching staff. All CDOs, teachers and the senior leadership team are part of self-selected working groups focusing on the school improvement priorities including Rights Respecting Schools, Parental Involvement, Outdoors/ECO, Digital and Communication and Language. Almost all CDOs took part in a programme of *looking outwards* visits during the first term, allowing the opportunity to reflect on own practice and learn from colleagues in other settings across the local authority. We continue to support new staff and students, with experienced members of staff taking on the role of mentor to our newer playworkers.

*“The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We found that this learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting.”*

**Care Inspectorate Report, March 2023**

CLPL opportunities closely reflect the current improvement priorities and facilitate leadership opportunities. This session, three practitioners undertook Education Scotland’s Building Racial Literacy programme which aims to empower educators to identify and implement anti-racist behaviours and processes in their everyday practice. The practitioners shared their learning at an inservice day with capacity to further develop this next session.

Two practitioners attended CLPL delivered by the authority’s primary science (STEM) development officer and a further CDO attended CLPL delivered by Glasgow Science Centre. This has contributed to ensuring high quality STEM experiences are provided.

One practitioner completed the Promethean Board *Train the Trainer* training and has rolled this out across the centre, upskilling *all* staff and benefitting the children through enhanced digital experiences. This contributed to us achieving our Digital Schools Award in October 2022.

*“Glenwood Family Centre has worked hard to ensure that digital technology is at the centre of its learning and teaching. Key practitioners have been very proactive in ensuring that the centre is kept abreast of current digital developments whilst ensuring that staff are not overwhelmed by the new technologies.”*

**Digital Schools Award, Validation Report, October 2022**

All aspects of STEM continue to be strong in our centre and we delivered a STEM Nation Award Professional Learning Event for practitioners from across the authority and beyond in partnership with Our Lady of the Missions Primary and Education Scotland. This was an open session where all practitioners and the children showcased STEM learning in our everyday practice.

*“I particularly enjoyed the visit to the EYC and was completely wowed by the amazing staff and children and how STEM is an integral part of their learning environment.”*

**Practitioner feedback following STEM professional learning event, Glenwood Family Centre,  
March 2023**





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Four practitioners took part in Clare Warden's Virtual Nature School, working with colleagues from the neighbourhood to develop child-led inquiry. This approach has recently been incorporated into our refreshed responsive planning approach which is guided and directed by the child's interests, with the adult acting as the facilitator to ensure children's voice is captured.

Four practitioners have been working in partnership with our local cluster primary, Our Lady of the Missions Primary, to develop outdoor learning in maths in the early years and they delivered cross-sector training at a recent inservice day. This was funded through an Education Scotland grant and funding will extend into next session, allowing us to focus on using this to support transition.



Developing Numeracy Outdoors

Additionally, *almost all* practitioners have additional roles of responsibility such as Woodland Adventure leads, Bookbug facilitators and Childsmile lead. One CDO is currently undertaking the PDA course and three CDOs and an EYPW are doing the BA course, with one due to graduate soon. The head teacher was selected to be part of The Mudd Partnership's Hexagon Leadership & Coaching Programme which uses self-reflection, 1:1 coaching and peer support to develop leadership.

We will continue to build on promoting and supporting leadership opportunities and looking outwards at the work of other settings; authority questionnaires indicated that there is some scope for improvement in these areas with the *majority* of the teaching staff indicating they have leadership opportunities (70%) and opportunities to learn and share practice with colleagues from other settings (75%).

As a team, we have identified challenges in managing workload and maintaining positive staff wellbeing. We worked with our link educational psychologist over two inservice days to explore self-determination theory to address this. From this, we were able to identify what currently supports our wellbeing at work- delivering high quality provision, positive feedback, having autonomy to plan and make decisions with the children, good relationships with colleagues and working with children and seeing them thrive. Areas for improvement include time to do all the aspects of the job, more training opportunities, more opportunities for collaborative working and consultation and a positive working environment which boosts staff morale. Our focus will be on further developing working relationships, smarter working to ensure efficient use of available time and make workload more manageable whilst giving cognisance to the challenges of efficiently and effectively delivering 1140 hours.





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As we move forward into 2023-24, our priorities will focus on ensuring all staff feel valued and included in our improvement journey and to ensure our values of *excellence, partnerships, inclusion, respect* and *nurture* continue to be at the heart of our practice.

### **Next steps**

#### **Leadership and Management**

- Ensure systems/ processes are in place for efficient, effective working
- Ensure our values are reflected in our self-improvement cycle



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**How good is the quality of care and learning we offer?**

<b>(QIs-2.2, 2.3, 2.7)</b>		<b>Evaluation: Very Good</b>
<p><b>NIF Priority</b> Improvement in children and young people’s health and wellbeing Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>School Priority</b> 1. To provide innovative and creative learning experiences for our children through Learning for Sustainability 2. Assessment is an integral part of learning and teaching and is used effectively to plan high quality learning experiences for all children</p>	
<p><b>NIF Driver(s)</b> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement Curriculum and assessment Performance Information</p>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b> A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland’s place in it Improved literacy and numeracy attainment throughout the years of broad general education An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school An increase in the percentage of schools evaluated as ‘very good’ or better for learning, teaching and assessment</p>	



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### **Progress, Impact and Outcomes**

Care Inspectorate evaluated as **excellent** the play and learning and the high quality facilities experienced by all our children recognising innovative and high quality practice.

#### **Priority 1-Learning for Sustainability**

Learning for Sustainability continues to be strong in Glenwood. We achieved our 7<sup>th</sup> Green flag from ECO Schools Scotland in September 2022.

*It is great to see that Learning for Sustainability is embedded within the curriculum. This has helped the children to achieve a better understanding of how to build a socially-just, sustainable, and equitable society.*

**Eco-Schools Scotland Green Flag Award Assessment Feedback, September 2022**

We have a Children's Committee who actively promote our Learning for Sustainability journey with their peers. We have continued to build on our partnership with Goody Foody gardens who are a local community group provide practical support and advice on growing vegetables and fruit. The children are fully involved as they select which crops to grow, prepare the raised beds and plant, tend and harvest the crops ready for eating or cooking. Our outdoor learning experiences were further enhanced by our participation in Virtual Nature Schools in which 4 practitioners participated. We also secured a STEM grant, in partnership with Our Lady of the Missions Primary, to develop numeracy through maths outdoors. The focus for this was CLPL to improve staff confidence delivering outdoor learning. *All* (100%) of the practitioners directly involved in this reported increase in their confidence. They shared their learning with others in a practical inservice day workshop; *Almost all* (95.5%) practitioners reported their confidence teaching maths outdoors increased as a result of this.

*"The stations being set up was a great visual way of getting some great ideas. I found this really useful."*

*"Numeracy is not something I am confident with. It was great to get ideas."*

*"I really liked how open ended each task was and how there can be progression applied to each task shown."*

**Practitioner comments following inservice day training on Outdoor Maths, May 2023**

We have plans to further develop the outdoor learning environment to enhance outdoor experiences however we have been unable to fully do so due to ongoing work on the outdoor space.

#### **Priority 2- Assessment-**

Children experience high quality experiences which are informed by the children's interests and needs.

*"My child is happy and thriving at Glenwood. Since he has joined, I feel all aspects of his*



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*development have improved. He has the opportunity to experience a range of activities and the areas he enjoys but also 'push' him to explore and learn in areas he is maybe not always drawn to."*

**Parental comment, Transitions questionnaire, October 2022**

We use observations of children's actions, emotions and words to plan, including both intentional (backdrop planning) and responsive planning. As a result, the children are engaged in meaningful learning experiences, supported appropriately by the adult.

*"We found children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted choice and independence."*

**Care Inspectorate Report, March 2023**

*"Great to see (my child) getting involved in so many different activities."*

**Parental comment, Child's journal, April 2023**

We are currently trialling a Big Book approach to responsive planning to record children's voice and make this even more explicit. This has been part of our focus on the learning, teaching and assessment cycle to improve practitioner skills and confidence in evaluating, recording and reporting progress and next steps. All (100%) children have clear next steps recorded in their journals. These are developed in partnership with parents as they begin Glenwood and they are reviewed and updated twice a year during parent consultations. Progress is tracked using the authority early years tracking tool which results in robust tracking and monitoring of each child's learning. Children are consulted on what they would like their next steps for learning to be using our recently developed 'What Matters to Me' GIRFEC plans, which gives ownership of learning to the children.

*"The adults look after me and keep me safe. I play with my friends every day. (I want to learn) how to write stories about when mummy was having her birthday."*

*"I'm happy because I have lots of friends in nursery. (I want to learn) all about money, playing shops."*

*"Running makes me happy, it's healthy. I tidy my room, it's responsible. (I want to) learn more sporty things and games."*

**Children's comments, What Matters to Me, February, 2023**

The authority questionnaires further evidence practitioner knowledge of the learning, teaching and assessment cycle and how involved children are in leading their learning; All (100%) practitioners strongly agreed or agreed children and young people have opportunities to lead their learning and are involved in talking about and planning their learning.

We continue to develop in our use of data to identify individuals, groups or cohorts of children at risk of underachieving. Inservice day input supported practitioners to use and interpret data and



explore the wealth of data available to us. Practitioners worked together to study data including SIMD, ethnicity, gender, EAL/ bilingual, ASN and to consider which children may benefit from additional interventions.

## What are our sources of data?



**Sources of data- identified by practitioners at Inservice day, Feb 2023**

The assessment tracking tool, along with practitioner judgement is used to identify the lowest and highest performing 20%. As a result of this, we identified seven children who were demonstrating very strong early reading skills and provided appropriate resources including early reading books to support this in nursery and at home. This represents 10% of our pre-school children. We continue to use the Stages of Early Arithmetic Learning (SEAL) approach to support progress in numeracy, differentiating activities according to the stage of development of individual children. We use this to identify where additional support or challenge in numeracy is needed.

Analysis of the raw scores of primary 1 baseline results suggest for numeracy a nominal drop of 0.5 overall with boys slightly outperforming girls, in contrast to the previous year where girls outperformed boys. In literacy, this is little change in the average however girls are slightly outperforming boys; in the previous year, boys outperformed girls. There has been a marked increase in the raw scores for children from ethnic minority backgrounds in both numeracy and literacy, with an increase in the average by 2 points and 2.9 points respectively. This would suggest that targeted approaches to support children from ethnic minority backgrounds such as Bookbug, social skills group and the SEAL approach have impacted on progress.

<b>Numeracy</b>	Raw scores- all	Raw scores- girls	Raw scores- boys	Raw scores- Ethnic minority
2022-23	16.6	16	17.2	16.5
2021-22	17.1	18	16.3	14.5



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Literacy	Raw scores- all	Raw scores- girls	Raw scores- boys	Raw scores- Ethnic minority
2022-23	22.8	23.6	22	21.9
2021-22	22.6	21.5	24	19

Moving into next session, we will focus on developing the environment, including spaces, experiences and interactions, to support learning and teaching, including reflecting on our routines and planning processes.

### **Next steps**

#### **Learning Provision**

- Ensuring excellent experiences, through high quality learning, teaching and assessment





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How good are we at ensuring the best possible outcomes for all our children / learners?

(QIs 3.1, 3.2)		Evaluation: Very Good
<p><b>NIF Priority</b> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p><b>School Priority</b> To provide an environment (spaces, interactions and experiences) which further supports the development of communication and literacy skills for all children</p>	
<p><b>NIF Driver(s)</b> Curriculum and assessment Teacher and Practitioner professionalism School and ELC improvement Parent/carer involvement and engagement</p>	<p><b>Local Improvement Plan – Expected Outcome / Impact</b> Improved literacy and numeracy attainment throughout the years of broad general education An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</p>	
<p><b><i>Progress, Impact and Outcomes</i></b></p> <p>Care Inspectorate recognised our care, play and learning as <b>excellent</b>, identifying effective practice in our approaches to nurture, care and support.</p> <p>Following on from the previous year’s priorities, we continue to build on embedding digital skills into our practice. We have a clear rationale for developing children’s skills in using and exploring digital technologies and this enhances play and learning across the curriculum. We achieved the Digital Schools award in October, 2022.</p> <p style="text-align: center;"><i>“Different digital resources are utilised very effectively within the school, targeting and challenging the learning for the children, with each playroom being a digital learning environment and the Digi Dome being a focus for all. Children, who are engaged in play based learning, make great use of technologies including QR Codes, which are used effectively across the centre.”</i></p> <p style="text-align: center;"><b>Digital Schools Award, Validation Report, October 2022</b></p> <p>We value strategies to promote and support children’s early communication and literacy skills. Two practitioners completed the Hanen ABC and Beyond training which promotes the emergent literacy skills needed to develop reading and writing. <i>All</i> staff have been working in small cohorts to complete some of East Renfrewshire Educational Psychology Early Years CLPL modules which support the language and social communication needs of young children including children with additional support needs. We have introduced the use of Makaton for</p>		



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everyday vocabulary and greetings. The lead practitioners for this made a series of Makaton videos to support staff in the use of signs and made these available to families through the website. The children are encouraged to use signs as part of their daily routines and through songs and we continue to be consistent in our use of Boardmaker visuals. As a result, we have a consistent, inclusive approach to supporting children with additional needs.

We use the Leuven scale to identify children with low levels of wellbeing or engagement. In response, we put appropriate interventions in place to support identified children including wellbeing plans, bilingual support, targeted Bookbug sessions and social skills groups. We noticed across the centre wellbeing and involvement levels were high and in *almost all* instances, there was an increase from October to March, suggesting strong relationships have developed, the emotional needs of the children are being met and the quality of experiences provides appropriate stimulus and interest.

	Meadow room		Orchard room		Willow room		total	
	wellbeing	involvement	wellbeing	involvement	wellbeing	involvement	wellbeing	involvement
<b>October 2022</b>	3.72	3.16	3.76	3.4	3.51	3.23	<b>3.66</b>	<b>3.26</b>
<b>March 2023</b>	3.85	3.89	3.66	3.45	4.2	3.84	<b>3.9</b>	<b>3.73</b>
	0.13	0.73	0.1	0.05	0.69	0.61	<b>0.24</b>	<b>0.47</b>

We recognise the importance of working closely with families to improve progress for all children and provide resources to support learning at home such as library books, early readers and Maths at Home bags. Two practitioners undertook The Solihull Approach training which uses well-researched approaches to support emotional health and well-being in children, families and adults. We have increased the number of Family Bookbug sessions we host and now have a regular programme throughout the year with a range of different time slots, including early evening, to suit the differing needs of our families.

We actively promote inclusion and celebrate diversity and strive to ensure we have no barriers to participation for young children or their families.

*“The nursery is excellent at considering protected characteristics of children and families and has taken steps towards ensuring an inclusive, anti-racist approach.”*

**Parental comment, Care Inspectorate Report, March 2023**

Throughout the session we have continued to work towards achieving Rights Respecting Schools Silver accreditation award. We celebrate the diversity of all our children such as through a Family Fun Bag and we worked closely with families to learn about the origins of their child’s name. Parents and children regularly share and support our learning of world cultures, religions and festivals. We fundraised for Downs Syndrome Scotland and embraced the opportunity to learn about Downs Syndrome. We are well resourced with books, dolls and toys which celebrate diversity including disabilities. We intend to embed RRS practices further and apply for Silver accreditation in September 2023.



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In the recent authority questionnaires, *most* (89%) parents/ carers and *all* (100%) practitioners agreed or strongly agreed we help children understand their rights. This is further evidenced in observations of staff interactions and our pedagogical approach to planning and learning.

*“Children’s voice was highly valued, and they were empowered to lead their own play and learning.”*

**Care Inspectorate Report, March 2023**

Moving forward, we will continue to use data to identify and target cohorts of children at risk of underachieving and extend the range of data gathered in order to understand children’s progress and to plan meaningful experiences. The recently introduced summary functionality of the early years tracking tool will be utilised fully to moderate and measure progress overall and to monitor progress of cohorts of children.

### **Next Steps**

#### **Success and Achievements**

- Securing and evidencing children’s progress
- Develop understanding of the social justice strategy to ensure inclusion, equality and equity



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### What is our capacity for continuous improvement?

Glenwood Family Centre has a very strong capacity to continue to improve. We have a strong commitment to improvement through self-evaluation. We have a well embedded set of values, vision and aims and a charter which underpins all our work, ensuring we are clear about how we will improve. Our values of *excellence, partnerships, inclusion, respect* and *nurture* will be the driving force for our next steps. We have a committed team who value professional learning and embrace leadership opportunities and we will build on this to further improve our practice.

### National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Excellent	
2.3 Learning, teaching and assessment	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Excellent	
3.2 Securing children's progress / Raising attainment and achievement	Very good	

### School Improvement Priorities 2023-24

#### **Leadership and Management**

- Ensure systems/ processes are in place for efficient, effective working
- Ensure our values are reflected in our self-improvement cycle

#### **Learning Provision**

- Ensuring excellent experiences, through high quality learning, teaching and assessment

#### **Success and Achievements**

- Securing and evidencing children's progress
- Develop understanding of the social justice strategy to ensure inclusion, equality and equity