



Glenwood Family Centre

Improvement Plan

2023 – 2024

GLENWOOD VALUES, VISION AND AIMS

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.

Listen to one another. Ideas and thoughts of all stakeholders are listened to and valued.

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

Nurturing, safe and stimulating environment where children are supported and challenged in their learning.

Welcoming and friendly ethos which is inclusive to all.

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

Others' 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.

Dedicated, 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.

Our Charter-

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

Three Year Improvement Priorities

Centre Improvement Priorities for 2023-26

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26
<u>Leadership and Management</u>	Values (1.3i, 1.3ii) Strategic level systems and processes (1.3iii)	Professional learning (1.2i, 1.2ii)	Leadership of change (1.3ii, 1.3iii)
<u>Learning Provision</u>	Excellent experiences (2.3ii, 2.3iii,2.4iii)	Developing the curriculum/ Early years pedagogy (2.2i, 2.2ii, 2.2iii)	Skills for life and learning (2.2iiii)
<u>Success and Achievements</u>	Progress over time (3.2i, 3.2ii, 3.2iiii) Equity (3.1iii)	Developing creativity (3.3i)	Developing skills for life and learning (3.3ii)

School Improvement Priorities 2023-24

Leadership and Management

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

Learning Provision

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

Success and Achievements

- Further evidence children's progress over time using a range of information and use this to achieve the best outcomes for our children
- Promote equality, celebrate diversity and value the experiences, needs and rights of all our children and families

Leadership and Management					
How good is our leadership and approach to improvement?					
Priority Ensure our values are reflected in our self-improvement cycle. Ensure systems/ processes are in place for efficient, effective working.					
NIF Priority Placing the human rights and needs of every child and young person at the centre of education			QIs 1.3 Leadership of change <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change 		
NIF Drivers School and ELC leadership, Teacher and practitioner professionalism, School and ELC improvement			LIP- Expected Impact and Outcomes Everyone Achieving; Excellent Experiences		
Impact and outcome	Action	Personnel	Timescale	Resources	Monitoring/ Evaluation
<p><u>Values</u> Our values of <i>Excellence, Partnerships, Inclusion, Respect</i> and <i>Nurture</i> underpin the work of the centre.</p> <p>All practitioners are actively engaged in continuously evaluating and improving our centre.</p> <p>The views of children, parents/ carers and families are used to improve the life and work of the centre.</p>	<ul style="list-style-type: none"> Promote our values to all stakeholders and gather views of what these mean to our staff, children and families Establish working parties and develop action plans for each of the values focusing on- <ul style="list-style-type: none"> <u>Excellence</u> <ul style="list-style-type: none"> a quality environment (interactions, experiences, spaces) further develop child led planning approaches <u>Partnerships</u> <ul style="list-style-type: none"> engaging with families and the wider community Family Centred Approaches <u>Inclusion</u> <ul style="list-style-type: none"> using data to support all learners Social Justice Framework <u>Respect</u> <ul style="list-style-type: none"> extend racial literacy awareness further embed children's rights <u>Nurture</u> <ul style="list-style-type: none"> relationships flow of the day 	<p>HT</p> <p>SLT/All staff</p>	<p>Term 1</p> <p>Term 1</p>	<p>Microsoft form, newsletter, displays</p> <p>Realising the Ambition, Family Centred Approaches, ERC Beyond Equity: A Social Justice Framework, Building Racial Literacy, Rights Respecting Schools</p>	<p>Feedback- Form</p> <p>Working party action plans; quality conversations</p>

<p><u>Systems and Processes</u> Routines, systems and processes are in place to ensure efficient, effective working across the team.</p>	<ul style="list-style-type: none"> • Carry out audit of routines of the day to identify effective practice and areas for improvement to ensure effective use of staff • Ensure equity for all children and families of quality of experiences and at daily transition times regardless of attendance pattern • Further develop use of systems and collegiate calendar to maximise use of all available times when 'above ratio' to facilitate staff development, collegiate working and documentation 	<p>SLT</p> <p><i>Nurture</i> working party</p> <p>SLT</p>	<p>Term 1</p>	<p>Time sample observations, Ferre Laevers; Collegiate calendar</p>	<p>Parental feedback, engagement data, SLT monitoring; Practitioner feedback</p>
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Learning Provision					
How good is the quality of the care and learning we offer?					
Priority Deliver excellent experiences, through high quality learning, teaching and assessment					
NIF Priority Improvement in skills Improvement in attainment, particularly in literacy and numeracy			QIs 2.3 Learning, teaching and assessment <ul style="list-style-type: none"> • Learning and engagement • Quality of interactions • Effective use of assessment 		
NIF Drivers School and ELC leadership, Teacher and practitioner professionalism, , curriculum and assessment, School and ELC improvement, Performance information			LIP- Expected Impact and Outcomes Everyone Attaining; Excellent Experiences		
Impact and outcome	Action	Personnel	Timescale	Resources	Monitoring/ Evaluation
<p><u>Excellent experiences</u> Planning approaches are child-centred and responsive to children's interests, needs and life experiences.</p> <p>Our daily routines as a rich opportunity to promote close attachment through a balance of spontaneous and planned high quality experiences.</p> <p>Children demonstrate high levels of engagement throughout the day as a result of quality experiences which enrich their play and learning.</p>	<ul style="list-style-type: none"> • Further develop child led planning approaches- <ul style="list-style-type: none"> ○ Continue to develop Big Book approach to planning, capturing children's voice and ensuring children lead own learning ○ Introduce an area of responsibility approach to room organisation and planning for experiences • Consider how effectively we balance structure and flow to meet the needs of all learners <ul style="list-style-type: none"> ○ CLPL- Nurturing ELC environments - balancing structure and flow ○ Carry out audit of routines of the day to identify effective practice and areas for improvement to support balancing structure and flow ○ Monitor and evaluate the quality of experiences throughout the day to ensure equity for all regardless of pattern of attendance while supporting daily transitions from home to nursery and vice versa 	<p><i>Excellence</i> working party</p> <p>Ed Psych (CLPL)</p> <p><i>Nurture</i> working party</p> <p>SLT</p>	<p>Term 1</p> <p>Term 1</p>	<p>Talking and Thinking Floorbooks, Planning in the Moment</p> <p>Ed Psych presentation, Ferre Laevers</p>	<p>SLT observation and monitoring; practitioner feedback; Big books</p> <p>SLT observations and monitoring; levels of engagement; parental feedback</p>

<p><u>Learning, teaching and assessment</u> Interesting spaces and considered interactions lead to quality experiences and encourage learning opportunities, both indoors and outdoors.</p> <p>High quality observations take place naturally during everyday experiences and interactions, informing future learning.</p>	<ul style="list-style-type: none"> • Further develop indoor learning spaces to enhance core experiences and opportunities for developing skills <ul style="list-style-type: none"> ○ Look outwards to other settings ○ Area of responsibility linked with planning • Develop outdoor learning environment <ul style="list-style-type: none"> ○ Action plan for improvement including resource needs ○ Consult children on planning for improvement ○ Work with parents, Parents' Committee and wider community to develop space • Continue to work with OLM primary to develop Taking Numeracy Outdoors cross sector working and extend to support transition to school (year 2) • Continue to develop our observation processes to inform us about the child's development and learning and allow us to track progress <ul style="list-style-type: none"> ○ Keyworkers work with teachers for Ferre Laevers observations ○ Introduce tracking of key developmental stages in mark making and early arithmetical learning ○ Continue to review and develop manageable approaches for recording observations and populating the ERC Early Years Tracking Tool 	<p>All practitioners / teacher/ PT</p> <p><i>Partnerships</i> working party</p> <p>Identified practitioners</p> <p>Keyworkers/ teacher/ PT</p> <p>HT/PT/ teacher</p>	<p>Term 1-2</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p>	<p>Realising the Ambition; CLPL; Professional reading</p> <p>Woodland Trust, Learning through Landscapes, community partnerships.</p> <p>OLM, Education Scotland Grant</p> <p>Collegiate calendar; Ferre Laevers; stages of mark making; SEAL; ERC EY Tracking Tool</p>	<p>SLT monitoring, playroom observations; Big books</p> <p>Action plan</p> <p>Practitioner feedback; learner feedback</p> <p>Observation and assessment data; children's journals</p>
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Successes and Achievements					
How good are we at ensuring the best possible outcomes for all our children?					
Priority Further evidence children's progress over time using a range of information and use this to achieve the best outcomes for our children. Promote equality, celebrate diversity and value the experiences, needs and rights of all our children and families.					
NIF Priority Improvement in attainment, particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Placing the human rights and needs of every child and young person at the centre of education			QIs 3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> Inclusion and equality 3.2 Securing children's progress <ul style="list-style-type: none"> Progress in communication, early language, health and wellbeing Children's progress over time Ensuring equity for all children 		
NIF Drivers Curriculum and assessment, Teacher and Practitioner professionalism, School and ELC improvement, parent/carer involvement and engagement, Performance information			LIP- Expected Impact and Outcomes Everyone Attaining; Everyone Achieving		
Impact and outcome	Action	Personnel	Timescale	Resources	Monitoring/ Evaluation
<u>Children's progress over time</u> Tracking and monitoring of children's progress is used effectively to identify next steps and secure improved outcomes for all children. Children make progress in communication, early language, mathematics and health and wellbeing.	<ul style="list-style-type: none"> Develop capacity of the team to achieve excellence through equity for every learner- <ul style="list-style-type: none"> Introduce ERC's Social Justice Framework Authority level CLPL session- importance of using data Support and challenge practitioners to develop understanding of: <ul style="list-style-type: none"> what data is and how data analysis can support learners robust tracking of children's progress how to use data and assessment information to make change and inform next steps SLT / keyworker termly review of ERC Early Years Tracking Tool and other assessment data- Ferre Laevers, stage of mark making, stage of early arithmetical learning Collate group assessment data in termly 'learning journeys' to track and share children's progress 	HT Catherine Mullen SLT/ keyworkers HT	Term 1-2 Termly	ERC Social Justice framework; Using data presentation Collegiate calendar; Ferre Laevers; stages of mark making; SEAL; ERC EY Tracking Tool	Practitioner feedback ERC EY tracking tool; learning journeys; observations

<p><u>Inclusion and equality</u> Staff use a range of data to address inequity and reduce barriers to learning and attainment.</p>	<ul style="list-style-type: none"> • Further embed use of equity data from SEEMIS and assessment information to identify individuals, groups or cohorts of children at risk of underachieving or requiring challenge • Develop capacity of team to further develop targeted interventions to address barriers to learning <ul style="list-style-type: none"> ○ Introduce Bucket time ○ Work with bilingual worker to deliver family support sessions and targeted Bookbug for EAL/ bilingual families ○ Extend range of bilingual books and resources ○ Introduce targeted gross motor skills group ○ Continue targeted social skills group ○ Continue to develop use of Panecal strategies, Makaton and visuals to support communication 	<p>SLT</p> <p><i>Inclusion</i> working party</p> <p>Identified practitioners, Bilingual support worker</p>	<p>Term 1, ongoing</p> <p>Term 1-4</p>	<p>SEEMIS, assessment data, play visit information</p> <p>Bucket time resources</p> <p>Bilingual resources</p> <p>Panecal, Makaton, Boardmaker</p>	<p>data analysis</p> <p>progress over time</p>
<p>We are inclusive and respectful, value one another and celebrate our diversity.</p>	<ul style="list-style-type: none"> • Further develop understanding of Building Racial Literacy approaches • Continue our Rights Respecting Schools journey by attaining our Silver award • Begin gathering evidence for reaccreditation of Gold Family Centred Approaches 	<p><i>Respect</i> working party, Rukhsana Ali</p> <p><i>Partnerships</i> working party</p>	<p>Term 1-4 Sept 2023 (RRS)</p>	<p>Building Racial Literacy; RRS; UNCRC resources; Family Centred Approaches</p>	<p>practitioner and parental feedback; RRS journey; FCA evidence</p>