



Glenwood Family Centre

Improvement Plan

2024 – 2025

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

Glenwood Improvement Plan 2024-25 (Summary)



Professional learning improves our practice and supports, motivates and inspires others



We track and monitor progress to support learning



We work together to continuously evaluate and improve our practice

Leadership and management-
Self-evaluation for self-improvement;
Professional learning

The views of children, parents/carers and families are used to improve the centre

Children's needs are identified early through careful observation and assessment

Our children know about rights, can exercise their rights and recognise the rights of others

Successes and Achievements-
Securing children's progress;
Rights of the child

We use data to address inequity and reduce barriers to learning



Our values of Excellence, Partnerships, Inclusion, Respect and Nurture are reflected in all we do

We meet the needs of all children through activities which support prevention and early intervention

Learning Provision-
Supporting learners' needs;
Pedagogy and Play

Children experience high quality play throughout the day

We continue on our Rights journey towards Gold



Our experiences are child-centred and provide a balance of responsive and planned experiences



Three Year Improvement Priorities

Centre Improvement Priorities for 2023-26

	Year 1 2023-24	<u>Year 2 2024-25</u>	Year 3 2025-26
<u>Leadership and Management</u>	Values (1.3i, 1.3ii) Strategic level systems and processes (1.3iii)	Self-evaluation for self-improvement (1.1, 1.3ii) Professional learning (1.2i, 1.2ii, 1.3ii, 1.4ii)	Leadership of change (1.3ii, 1.3iii)
<u>Learning Provision</u>	Excellent experiences (2.3ii, 2.3iii, 2.4iiii)	Supporting learners' needs (2.1i, 2.1ii, 2.4, 2.5ii) Pedagogy and play (2.2iii)	Skills for life and learning (2.2iiii)
<u>Success and Achievements</u>	Progress over time (3.2i, 3.2ii, 3.2iii) Equity (3.1iii)	Securing children's progress (2.3, 3.1iii, 3.2) Rights of the child (3.1i, 2.3i)	Developing creativity (3.3i) Developing skills for life and learning (3.3ii)

School Improvement Priorities 2024-25

Leadership and Management

- Self-evaluation for self-improvement- continue to prioritise our values in our self-improvement cycle
- Professional learning- continue to develop practitioners through opportunities for leadership and research

Learning Provision

- Supporting learners' needs-The Promise; Trauma informed practice and supporting children with additional support needs
- Pedagogy and play- continue to build on developing the environment (interaction/ spaces/ experiences) especially outdoors

Success and Achievements

- Securing children's progress- continue to use data to support children at risk of underachieving
- Rights of the child- journey towards Respecting Schools GOLD award

Leadership and Management
How good is our leadership and approach to improvement?

Priority <ul style="list-style-type: none"> ○ Self-evaluation for self- improvement- continue to prioritise our values in our self-improvement cycle ○ Professional learning- continue to develop practitioners through opportunities for leadership and research 					
NIF Priorities <ul style="list-style-type: none"> ○ Placing the human rights and needs of every child and young person at the centre of education ○ Improvement in children and young people’s health and wellbeing ○ Closing the attainment gap between the most and least disadvantaged children and young people 		Quality Indicators <p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> ○ Collaborative approaches to self-evaluation ○ Evidence-based improvement ○ Ensuring impact of success for children and families <p>1.2 Leadership of Learning</p> <ul style="list-style-type: none"> ○ Professional engagement and collegiate working ○ Impact of career-long professional learning <p>1.3 Leadership of change</p> <ul style="list-style-type: none"> ○ Strategic planning for continuous improvement <p>1.4 Leadership of management and practitioners</p> <ul style="list-style-type: none"> ○ Building and sustaining a professional team 			
NIF Drivers <ul style="list-style-type: none"> ○ School and ELC leadership ○ Teacher and practitioner professionalism ○ Parent/carer engagement and family learning ○ School and ELC improvement 					
Local Improvement Plan Priorities <ul style="list-style-type: none"> ○ Empowerment and leadership 					
Expected outcome/ impact	Activities	Personnel	Timescale	Resources	Monitoring/ Evaluation
<u>Self-evaluation</u> Our values of <i>Excellence, Partnerships, Inclusion, Respect and Nurture</i> continue to underpin the work of the centre All practitioners are actively engaged in continuously evaluating and improving our centre, taking account the views of children, parents/ carers and families	<ul style="list-style-type: none"> ● Continue the work of our value- based working parties; develop action plans for each of the values focusing on self-evaluation, engaging all stakeholders - <ul style="list-style-type: none"> ○ <u>Excellence</u> - quality environments (interaction/ spaces/ experiences) ○ <u>Partnerships</u> - engaging with families and the wider community ○ <u>Inclusion</u> - supporting and including all learners ○ <u>Respect</u> - children’s rights as part of our Gold RRS journey ○ <u>Nurture</u> - building on and developing relationships 	SLT/All staff	Term 1	Realising the Ambition, Family Centred Approaches, ERC Beyond Equity: A Social Justice Framework, Building Racial Literacy, Rights Respecting Schools	Working party action plans; quality conversations

<p><u>Leadership of Learning</u> Practitioners are confident sharing how they have improved their practice as a result of their own professional learning. They support, motivate and inspire others</p>	<ul style="list-style-type: none"> • Staff to participate in individual or collective professional learning through own professional learning journey or as part of their working party - <ul style="list-style-type: none"> ○ agree and regularly review through Quality Conversation/PRD/ working parties ○ engage in CLPL to meet own professional development needs ○ share professional learning with colleagues 	<p>SLT/All staff</p>	<p>Term 1 Ongoing May 2025- in service</p>	<p>Professional learning resources- books, CLPL resources, training, further studies, Early years practitioner Sways, Ed Psych team, KTiM training</p>	<p>Working party action plans; quality conversations, training calendar, in service day plans</p>
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Learning Provision						
How good is the quality of the care and learning we offer?						
Priority <ul style="list-style-type: none"> Supporting learners' needs-The Promise; Trauma informed practice and supporting children with additional support needs Pedagogy and play- continue to build on developing the environment (interaction/ spaces/ experiences) especially outdoors 						
NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in achievement, particularly in literacy and numeracy 			Quality Indicators			
NIF Drivers <ul style="list-style-type: none"> Parent/carer engagement and family learning Curriculum and assessment School and ELC improvement Performance information 			2.1 Safeguarding and child protection <ul style="list-style-type: none"> Arrangements for safeguarding, including child protection Arrangements to ensure wellbeing 			
Local Improvement Plan Priorities <ul style="list-style-type: none"> Social Justice and Wellbeing Pedagogy and Learning 			2.2 Curriculum <ul style="list-style-type: none"> Pedagogy and play 			
			2.4 Personalised support <ul style="list-style-type: none"> Universal support Role of practitioners and leaders Identification of learning needs and targeted support Removal of barriers to learning 			
			2.5 Family learning <ul style="list-style-type: none"> Early intervention and prevention 			
Expected outcome/ impact	Activities		Personnel	Time scale	Resources	Monitoring/ Evaluation
<u>Supporting Learners' Needs</u> The needs of all children are met through activities which support prevention and early intervention, improve outcomes and reduce inequalities	<ul style="list-style-type: none"> All staff to take part in professional learning around inclusive practice in ELC settings - <ul style="list-style-type: none"> The Promise and updated Child Protection Guidance Keeping Trauma in Mind training Up, Up and Away / Circle approaches to creating an inclusive environment Ongoing upskilling in PANECAL strategies, Makaton and visuals to support communication Continue to implement the Social Justice Strategy 		All staff <i>Inclusion working party</i>	Term 1	Ed Psych team; The Promise; KTiM trainers; Up, up and Away; Panecal, Makaton, Boardmaker; Social Justice Strategy	Training calendar, in service day plans, CLPL evaluations, wellbeing plans

<p>Children’s needs are identified early through careful observation and timely, appropriate interventions are put in place</p>	<ul style="list-style-type: none"> • Involve the wider playroom team in our observation processes to inform us about wellbeing and engagement <ul style="list-style-type: none"> ○ Keyworkers work with teachers for termly Ferre Laevers observations ○ Introduce individual detailed observations based on Care Inspectorate approach • Further develop our programme of interventions to support children at risk of underachieving- Bucket Time, Social Skills groups, Muscle and Movement groups, targeted Bookbug, bi-lingual support 	<p>Keyworkers and teachers</p> <p>Room staff and SLT</p> <p>Identified staff/ PSA</p>	<p>Termly</p> <p>ongoing</p>	<p>Ferre Laevers CI and inservice training (from May 2024)</p> <p>Healthier Minds, Ed Psych, bilingual support</p>	<p>Observation records</p> <p>Universal supports overview; Wellbeing plans</p>
<p><u>Pedagogy and Learning</u></p> <p>Children experience high quality play throughout the day as a result of sensitive interactions, quality experiences and well-considered spaces</p> <p>Our experiences are child-centred and responsive to children’s interests, needs and life experiences and provide a balance of spontaneous and planned high quality experiences</p>	<ul style="list-style-type: none"> • Continue to develop understanding of our child-centred pedagogy through - <ul style="list-style-type: none"> ○ CLPL ○ monitoring of interactions, experiences and spaces ○ peer observations ○ ongoing review of planning approaches ○ looking outwards to other settings • Continue to develop indoor and outdoor learning spaces - <ul style="list-style-type: none"> ○ Involve children in reviewing and resourcing areas and planning for improvement ○ Develop action plan for outdoor space including resource needs ○ Work with parents, Parents’ Committee and wider community to develop outdoor space 	<p>All staff</p> <p><i>Excellence/ Nurture</i> working party</p> <p>Room staff</p> <p><i>Partnerships</i> working party</p>	<p>ongoing</p>	<p>CLPL, professional reading, Early Years practitioner Sways, reciprocal visits</p> <p>Supplier catalogue/ websites; local community; grants/ funding</p>	<p>Planning records, room monitoring</p> <p>Action plan, minutes of Parents’ Committee meeting</p>

<p style="text-align: center;">Successes and Achievements How good are we at ensuring the best possible outcomes for all our children?</p>					
<p>Priorities</p> <ul style="list-style-type: none"> ○ Securing children’s progress- continue to use data to support children at risk of underachieving ○ Rights of the child- journey towards Respecting Schools GOLD award 					
<p>NIF Priorities</p> <ul style="list-style-type: none"> ○ Placing the human rights and needs of every child and young person at the centre of education ○ Improvement in children and young people’s health and wellbeing ○ Closing the attainment gap between the most and least disadvantaged children and young people ○ Improvement in achievement, particularly in literacy and numeracy 			<p>Quality Indicators</p> <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> ○ Learning and engagement ○ Quality of interactions ○ Effective use of assessment ○ Planning, tracking and monitoring <p>3.1 ensuring well-being, equality and inclusion</p> <ul style="list-style-type: none"> ○ Wellbeing ○ Inclusion and equality <p>3.2 Securing children’s progress</p> <ul style="list-style-type: none"> ○ Progress in communication, early language, mathematics, health and wellbeing ○ Children’s progress over time ○ Overall quality of children’s achievement ○ Ensuring equity for all children 		
<p>NIF Drivers</p> <ul style="list-style-type: none"> ○ Curriculum and assessment ○ School and ELC improvement ○ Performance information 					
<p>Local Improvement Plan Priorities</p> <ul style="list-style-type: none"> ○ Attainment, Achievement and Progress ○ Social Justice and Wellbeing 					
Expected outcome/ impact	Activities	Personnel	Timescale	Resources	Monitoring/ Evaluation
<p><u>Securing Children’s Progress</u> Every child makes progress in communication, early language, mathematics and health and wellbeing</p> <p>Staff use a range of data to address inequity, reduce barriers to learning and to raise attainment</p>	<ul style="list-style-type: none"> ● Continue to build capacity of practitioners to enhance children’s progress and close the attainment gap - <ul style="list-style-type: none"> ○ Ongoing development of processes for recording group assessment data in termly ‘learning journeys’ ○ Use of demographic data to identify groups at risk of underachieving ○ Regularly record and analyse progress including using Ferre Laevers observations, stages of mark making and stage of early arithmetical 	<p>Keyworker s/ teachers/ SLT</p>	<p>termly</p>	<p>Collegiate calendar; Ferre Laevers; stages of mark making; SEAL; ERC EY Tracking Tool,</p>	<p>ERC EY tracking tool; learning journeys; observations</p>

	<p>learning</p> <ul style="list-style-type: none"> ○ SLT / keyworker termly dialogue of ERC Early Years Tracking Tool and other assessment data 			SEEMIS	
<p><u>Rights of the Child</u> Our children know about rights, can exercise their rights, feel valued and recognise the rights of others.</p>	<ul style="list-style-type: none"> ● Continue our Rights Respecting Schools journey - <ul style="list-style-type: none"> ○ developing and sharing action plan ○ evidence gathering ○ GOLD accreditation visit 	<i>Respect working party</i>	Ongoing Term 3 (RRS accreditation)	Building Racial Literacy; Rukhsana Ali RRS/UNCRC resources	Practitioner and parental feedback; Self-evaluation; RRS journey and evidence