



Glenwood Family Centre Standards and Quality Report 2023-24



Glenwood Vision, Values and Aims

We developed our Vision, Values and Aims in 2015-16, taking account the views of all stakeholders. We revisited this during the 2020-2021 session when our **Charter** was developed. **This session (2023-24) we made it our priority to ensure our values reflect our practices.**

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.



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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

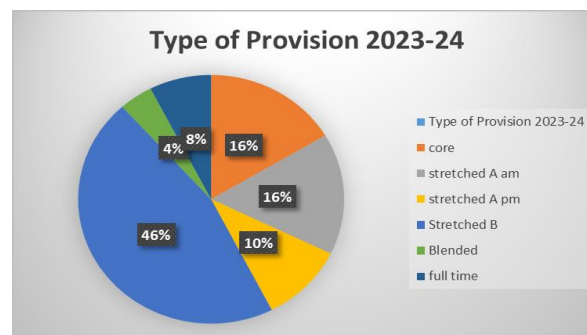


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Context of the School

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 146 across the week. Glenwood offers flexibility for families in its provision of early learning and childcare with 1140 hours available for all children. *Most* (83.5%) of our children had 48 week placements while the remaining children (16.5%) attended Core hours- 5 x 6 hour days, term-time. This session, we introduced full time places, where children attend 8am-6pm for 48 weeks. Of the 48 week children, the *majority* (55%) accessed Stretched B hours- 2 x 9.5 hour days and one 4 hours 45 minutes session per week, *less than half* (31%) accessed Stretched A hours - 5 x 4 hour 45 minutes sessions per week, either am or pm, a *few* (9%) have full time hours and a *few* (5%) had Blended placements- 1140 hours split between two settings, typically one or 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, Pupil Support Assistant, Business Support and Facilities Management staff.

Glenwood serves a fairly diverse social and economic area across the Thornliebank, Clarkston and Giffnock areas of East Renfrewshire. Approximately 26% of the children are from a minority ethnic background. *Most* (80%) of our children live in SIMD 7-10 with a *few* (8%) living in SIMD 1-3. Approximately 16% of children have additional support needs.

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 (EYNG), 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 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

Glenwood Standards and Quality Report 2023-24 (Summary)



Our priorities in 2023-24 were

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

How are we doing?

How good is our leadership and approach to improvement?

- * Our values reflect the aspirations of our children, families and practitioners and shape the work of our working parties
- * We made changes to the flow of the day to improve experiences for the children. This includes having more group ‘anchor points’ and changes to lunches
- * Parents/carers have opportunities to offer their views to improve the centre
- * We regularly consult children and use their views to inform change
- * Our practitioners take on leadership roles and have additional areas of responsibility

Empowering children with a voice is at the cornerstone of Glenwood’s RR approach...
Silver RRSA Report, April, 2024

How good is the quality of care and education we offer?

- * Parents/carers have increased opportunities to be involved in their child’s learning including through Bookbug, Woodland Adventures and other key events
- * We make very good use of children’s ideas and interests to help shape experiences
- * Our Big Book planning approaches mean there is greater children’s voice
- * Our learning spaces are attractive, well-resourced and well-planned
- * Each of our playrooms have clearly defined social, discovery, creative and outdoor areas

Attractive and engaging learning environments, indoors and outdoors...
Collaborative Improvement Visit, October 2023

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

- * Our Collaborative Improvement Visit identified many key strengths including our welcoming, nurturing and inclusive ethos
- * We use data to track the progress of our learners
- * We provide appropriate support and challenge where required
- * We value and celebrate the diversity of all our families such as through our Being Me! event
- * We achieved our Silver Rights Respecting Schools award
- * We achieved our Gold Family Centred Approaches re-accreditation

Staff are so caring and nurturing and I really feel like they know my child, her strengths and areas for development.
Parent feedback, FCA questionnaire, May 2024



Glenwood Family Centre Standards and Quality Report 2023-24



Method of Gathering Evidence

Our evidence was gathered from:-

- Collaborative Improvement Visit (October 2023)
- Family Centred Approaches questionnaires and re-accreditation visit(May 2024)
- Rights Respecting Schools Silver award accreditation (April 2024)
- 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
- 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?

QIs- 1.1, 1.2, 1.3; 1.3		Evaluation: Very Good
<p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education</p>	<p>School Priority Ensure our values are reflected in our self-improvement cycle. Ensure systems/ processes are in place for efficient, effective working.</p>	
<p>NIF Driver(s) School and ELC leadership Teacher and practitioner professionalism School and ELC improvement</p>	<p>Local Improvement Plan – Expected Outcome / Impact Everyone Achieving; Excellent Experiences</p>	
<p>Progress, Impact and Outcomes</p> <p>As part of St Ninian’s Cluster Collaborative Improvement Visit (CIV) at the beginning of this session, the Family Centre hosted a number of senior leaders. They engaged with our team in collaborative learning visits to reflect upon children’s experiences, how well learning and teaching meets the needs of all learners and how effectively we ensure wellbeing, equality and inclusion. The CIV was a very positive experience, identifying a number of key strengths and developing a shared understanding of our improvement journey.</p> <p>We continue to build on our approaches to quality assurance and leadership and work together with all stakeholders to evaluate and reflect on how we are doing. In the recent Family Centred approaches questionnaires, <i>most</i> (89%) practitioners indicated they fully understand and participate in monitoring and self-evaluation to support continuous improvement and <i>almost all</i> (93%) parents/carers agreed or strongly agreed they have opportunities to offer their views to improve the centre. We regularly consult children and use their views to inform change. This was reflected in our recent Rights Respecting Schools Award report which states-</p> <p style="text-align: center;"><i>“Empowering children with a voice is at the cornerstone of Glenwood’s RR approach and staff consistently seek genuine ways to facilitate their active participation.”</i></p> <p style="text-align: right;">RRSA Accreditation Report, Silver: Rights Aware April, 2024</p> <p>This results in carefully considered improvements, positively impacting on the quality of our provision for children and families. We use <i>How Good is Our Early Learning and Childcare?</i> and Care Inspectorate’s <i>Quality Framework for Early Learning and Childcare</i> document in our self-evaluation processes allowing us the opportunity to reflect and identify clear next steps based on best practice. Our school improvement priorities drive our quality assurance, allowing us to reflect on the current work of the centre.</p> <p>All CDOs, teachers and the senior leadership team are part of self-selected working groups and our working parties are organised around each of our values of Excellence, Partnerships, Inclusion, Respect and Nurture. This ensures our values clearly reflect the aspirations of our children, families and practitioners. As a result of monitoring and self-evaluating the flow of the day, we adapted how</p>		



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we deliver lunches, introducing one main sitting which has reduced interruptions to learning and improved the wellbeing and engagement of children prior to their lunch sitting. We introduced 'anchor points' throughout the day which provide an opportunity for children to come together in small groups with key staff, helping to strengthen relationships and giving an opportunity for the children to reflect on their learning and the experiences on offer. Throughout the year, we continually reviewed and monitored our approaches to planning to ensure we are capturing the voice of the child in manageable and responsive ways. Our use of Big Books to record responsive planning continues to evolve as practitioners reflect and learn from each other in their understanding of this.



Consulting children in our planning

Our quality assurance is strong, with the head teacher showcasing how we ensure quality at the local authority ELC seminar. One of the key strengths identified during the Collaborative Improvement Visit was-

"The very effective leadership of the Head teacher who, along with the senior leadership team, has successfully created a culture of continuous improvement and learning for all. The climate of professional learning, where staff are keen to share practice and learn from each other, contributes to the provision of high quality play experiences for children."

**Collaborative Improvement Visit,
October 2023**

We continue to develop staff capacity at all levels and *all* staff embrace opportunities for professional and personal development. This is reflected in Quality Conversations for local government staff and the Professional Review and Development for teaching staff. CLPL closely reflects the current improvement priorities and facilitates leadership opportunities. In the recent Family Centred approaches questionnaires, *most* staff (89%) indicated that the leadership team supports them to undertake CLPL that builds capacity to work effectively in partnership with families. *Almost all* (93%) indicated that the leadership team encourages them to feel confident about taking on roles to support children and families. *Almost all* practitioners have additional roles of responsibility such as for Woodland Adventures, Bookbug, learning support groups including social skills and Bucket time, ECO and Makaton. Just *less than half* (45%) of SLT, CDOs and teaching staff hold or are working towards additional qualifications. This session, one CDO is undertaking the PDA course and one CDO is in year 3 of her BA degree. Our two Froebelian practitioners presented



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at a recent West Partnership event, sharing our practice in outdoor learning through 'cardboard box' displays featuring our Woodland Adventures and our planting and growing experiences.



Froebel cardboard box exhibition

The principal teacher is part of the local authority Performance and Reporting Reference Group, which is considering systems, tools and approaches to measuring, analysing and reporting on performance using data. The head teacher has recently taken on the role of associate assessor with HMI and has also been carrying out some quality improvement work within the local authority.

“CLPL is a particular strength at Glenwood. We have staff trained in a range of different skills, which they then share across the centre. A few examples are Makaton, Bookbug, Bucket Time, Solihull Approach and Hanen training. This helps support a wide range of our children and families.”

**Practitioner feedback,
Family Centred Approaches Questionnaire,
May 2024**

Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning activities and confidently share this with others. At our curriculum evening, practitioners led informal workshops based on each of our values and reflecting the ethos and work of the centre. We held practitioner-led workshops where we learned about Makaton, Panecal, Hanen and Froebel practices from fellow practitioners. This has had a positive impact on the quality of experiences for children, their progress and our wider improvements. Additionally, practitioners reported they enjoyed hearing from one another and felt valued. As a result, we will continue to build on this by developing a practitioner enquiry approach to securing outcomes for our children, families and centre.

As we move forward into 2024-25, our priorities will focus on continuing to look inwards, outwards and forwards as part of our improvement journey. We will continue to ensure our values of *excellence, partnerships, inclusion, respect* and *nurture* are at the heart of our practice.



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Next steps

Leadership and Management

- Continue to prioritise our values in our self-improvement cycle
- Continue to develop practitioners through opportunities for leadership and research



**Glenwood Family Centre
Standards and Quality Report 2023-24**



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

QIs-2.2, 2.3, 2.4 2.3		Evaluation: Very Good
<p>NIF Priority Improvement in skills Improvement in attainment, particularly in literacy and numeracy</p>	<p>School Priority Deliver excellent experiences, through high quality learning, teaching and assessment</p>	
<p>NIF Driver(s) School and ELC leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC improvement Performance Information</p>	<p>Local Improvement Plan – Expected Outcome / Impact Everyone Attaining; Excellent Experiences</p>	

Progress, Impact and Outcomes

We place the needs of the children at the centre of curriculum design and development, valuing rich and exciting play and learning opportunities indoors, outdoors and in the community. We have highly effective partnership working with families as recognised through our recent Family Centred Approaches Gold reaccreditation. *Almost all* (98%) parents/carers feel welcome by staff in the centre, as indicated through the Family Centred Approaches questionnaire. We have increased opportunities for parental involvement and engagement including through Bookbug sessions and Woodland Adventures and key events such as coffee afternoons, a scavenger hunt, a Being Me event and curriculum evenings. Participation levels have been high and recent local authority questionnaires, issued prior to the CIV, indicated *almost all* (96%) parents agreed or strongly agreed that we organise activities where children and parents/carers can learn together.



Family Bookbug sessions

We make very good use of children’s ideas and interests to help shape experiences. We have developed our planning approaches and use observations of children’s actions, emotions and words to plan, including both intentional and responsive planning. We have developed a Big Book approach to responsive planning, recording children’s voice and ensuring children are central to the process. As a result, the children are engaged in meaningful learning experiences, supported appropriately by the adult.



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"I feel like Glenwood Family Centre is invested in my child and he is exposed to many experiences. I can then see how this is helping him to develop into a confident and independent learner."

"I think it is a fantastic educational establishment. All of the teachers and staff are so caring and I really feel like they know my child, her strengths and her areas for development."

"The opportunities they provide are excellent and (my daughter's) learning has improved immensely since she started in August."

**A sample of parent comments from
Family Centred Approaches Questionnaires,
May 2024**

All (100%) children have clear next steps recorded in their journals. We develop these in partnership with parents as they begin Glenwood and review and update these twice a year during parent consultations. We consult children on what they would like their next steps for learning to be using our GIRFEC based 'What Matters to Me' plans, which gives ownership of learning to the children.



Children leading learning

We use the authority early years tracking tool to collect data to inform and evaluate the impact of our work in terms of learner attainment and achievement in Numeracy and Mathematics, Literacy and English and Health and Wellbeing. This session, we adopted the new authority summative reports which report tracking information to parents/carers directly from the tracking tool. Anecdotally, these have been well received by parents/ carers. With a focus on continuity and progression in learning, teaching staff engaged in moderation activities with cluster P1 colleagues, refreshing our shared understanding of progress in the early level tracking tool statements.

Practitioners provide attractive, well-resourced and well-planned spaces to support learning throughout the centre. The Collaborative Improvement Visit identified as a key strength-

"Attractive and engaging learning environments, indoors and outdoors, which provide a range of open-ended and natural resources that successfully promote creativity and problem solving."

**Collaborative Improvement Visit,
October 2023**



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Each of our playrooms have clearly defined social, discovery, creative and outdoor areas.



Developing inviting spaces and experiences

Through CLPL, practitioners worked together to develop the areas, conduct audits and identify resource needs. We regularly consult the children and as a result purchased resources to create cosy areas and dens. We recognise the ongoing need for development of our environment, in particular the outdoor space and experiences. Our planning processes have evolved to include an overview of each area, allowing practitioners to readily and responsively share their planning with the team while affording flexibility to follow the children's interests. We continue to audit and review all aspects of our planning to ensure consistency of approach and a balance of experiences across the curriculum.

There is a strong focus on the health and wellbeing of children. We effectively balance structure and flow to meet the needs of all learners. To develop practitioner understanding of this, we engaged in CLPL on nurturing environments, which had been developed with the support of the educational psychologist team. This supported us to develop an environment and ethos where children feel valued, safe and secure. Our CIV identified that each child is valued and respected as an individual. Their care and learning needs are well identified in partnership with families and effective supports provided.

There is an inclusive approach to minimising the impact of potential barriers to learning and wellbeing. We have rigorous systems in place for Joint Support Team meetings and the review of wellbeing plans. Approximately 22% of our children have additional support needs which are supported through supports/strategies and approximately half of those children have wellbeing plans, ensuring targeted interventions to those who require further support. We work closely in partnership with Psychological Services, Speech and Language, Family First, Request for Assistance, PSADU, Health Visitor Team and Outreach Support. Two children have benefitted from weekly input from the authority's Early Years Outreach Support and another child currently attends PSADU. We are using this partnership working as a training experience for staff, who learn from the practices of the more specialist provision.

We continue to value strategies to promote and support children's early communication and literacy skills. One practitioner completed the Hanen ABC and Beyond training, bringing the total number of staff trained to 10 (*just less than half*). We have continued to develop the use of Makaton for everyday vocabulary and greetings. Our Makaton leaders support the team to extend their sign vocabulary and encourage the use of signs as part of their daily routines and through songs. We purchased Makaton resources and introduced Makaton Bookbug sessions.

As we support children with additional support needs, we recognise the challenges of getting it right for every child and we welcome opportunities to develop in our understanding and skills. Moving forward, we will continue to meet the needs of all learners by developing knowledge and consistency in our approach.



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Moving into next session, we will focus on getting it right for every child by continuing to upskill staff to support children with differing needs and ensuring our environments meet the needs of our children.

Next steps

Learning Provision

- Supporting learners' needs-The Promise; Trauma informed practice and supporting children with additional support needs (CIRCLE / Up, up and away tbc)
- Continue to build developing environment (space/ experiences) especially outdoors



**Glenwood Family Centre
Standards and Quality Report 2023-24**

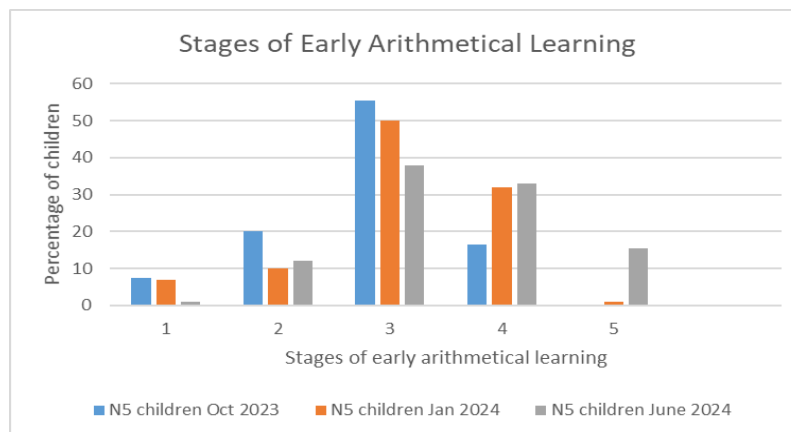
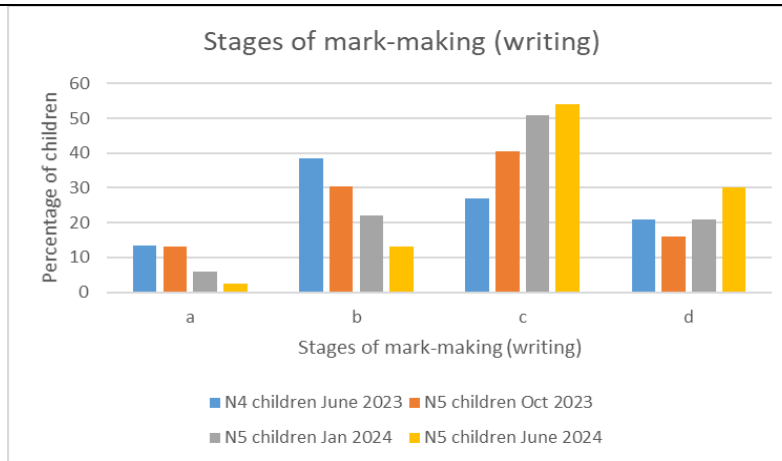


How good are we at ensuring the best possible outcomes for all our children / learners?

(QIs 3.1, 3.2)		Evaluation: Very Good																																		
<p>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</p>	<p>School 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.</p>																																			
<p>NIF Driver(s) Curriculum and assessment Teacher and Practitioner professionalism School and ELC improvement Parent/carer involvement and engagement Performance information</p>	<p>Local Improvement Plan – Expected Outcome / Impact Everyone Attaining; Everyone Achieving</p>																																			
<p>Progress, Impact and Outcomes Last session, we identified the need to use available data more effectively to secure children’s progress. We received CLPL input from an attainment advisor from Education Scotland to support us in developing our understanding of using data to reduce the attainment gap. We introduced Learning Journeys to complement the early years tracking tool and monitor children’s progress. We use our Learning Journeys to gather demographic data, record children’s progress in key aspects of literacy and numeracy, record Ferre Laevers data and identify any required support. We developed scales to assess stages of mark making and stage of early arithmetical learning.</p>																																				
<div align="center"> <p>Stages of mark-making (drawing)</p> <table border="1"> <caption>Data for Stages of mark-making (drawing)</caption> <thead> <tr> <th>Stage</th> <th>N4 children June 2023</th> <th>N5 children Oct 2023</th> <th>N5 children Jan 2024</th> <th>N5 children June 2024</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>12</td> <td>4</td> <td>1</td> <td>1</td> </tr> <tr> <td>b</td> <td>14</td> <td>6</td> <td>4</td> <td>3</td> </tr> <tr> <td>c</td> <td>41</td> <td>49</td> <td>41</td> <td>21</td> </tr> <tr> <td>d</td> <td>29</td> <td>38</td> <td>41</td> <td>48</td> </tr> <tr> <td>e</td> <td>4</td> <td>4</td> <td>13</td> <td>21</td> </tr> <tr> <td>f</td> <td>0</td> <td>0</td> <td>1</td> <td>4</td> </tr> </tbody> </table> </div>		Stage	N4 children June 2023	N5 children Oct 2023	N5 children Jan 2024	N5 children June 2024	a	12	4	1	1	b	14	6	4	3	c	41	49	41	21	d	29	38	41	48	e	4	4	13	21	f	0	0	1	4
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Our analysis allows us to see the progress of the same cohort of children over time from the end of their ante preschool year (N4) throughout their preschool year (N5). We have begun to further scrutinise this data to identify children who would benefit from additional support or intervention to secure attainment over time.

We use the Leuven scale to measure levels of wellbeing or engagement. On average, levels of wellbeing and involvement have remained fairly steady throughout the year, however we put appropriate interventions in place to support individual children with lower levels. As a result, we identified 26 children for support through social skills groups throughout the year. Moving forward, and in line with next steps outlined in the CIV, we aim to involve the wider team in Ferre Laevers observations.

	Meadow room		Orchard room		Willow room		total	
	wellbeing	involvement	wellbeing	involvement	wellbeing	involvement	wellbeing	involvement
October 2023	3.6	3.3	3.4	3.5	3.6	3.6	3.5	3.5
January 2024	3.7	3.6	3.5	3.2	3.5	3.3	3.6	3.4
Increase/decrease	0.1	0.3	0.1	0.3	0.1	0.3	0.1	0.1



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The head teacher and depute head of centre further developed their use of observation following Care Inspectorate training which outlined observation methodology used by CI which tracks an individual child. We introduced this to the team during in-service training and we will facilitate opportunities for staff to adopt this approach next session.

We continue to analyse baseline scores from primary 1 assessments of our former children. Analysis shows a slight decline over the last two years in numeracy with literacy staying roughly the same. Most notable however is the gap of 2.5 in numeracy and 3.7 in literacy between the average raw scores of all children compared with minority ethnic children. This indicates, further targeted support is required to address any inequity.

Numeracy	Raw scores- all	Raw scores- girls	Raw scores- boys	Raw scores- Ethnic minority
2023-24	16	15.8	16.2	13.5
2022-23	16.6	16	17.2	16.5
2021-22	17.1	18	16.3	14.5

Literacy	Raw scores- all	Raw scores- girls	Raw scores- boys	Raw scores- Ethnic minority
2023-24	22.3	23.6	20.6	17.6
2022-23	22.8	23.6	22	21.9
2021-22	22.6	21.5	24	19

This session we continued on our journey to learn about children's rights, through rights and for rights. Our Inclusion and Respect working parties led the team in valuing diversity and challenging discrimination.



Celebrating what is important to us



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We actively engage with families to celebrate who we are including disability, religion and race. *Almost all (94%)* of families indicated through Family Centred Approaches questionnaire that they feel valued and included within the centre. We gained our Silver RRSA in May 2024 and are now beginning the journey towards Gold.

“There is a strong leadership commitment and enthusiasm for promoting children’s rights within the Glenwood Community.”

“(Practitioners) model rights-respecting language. Additionally, children’s identities and cultures are celebrated through diverse approaches, encouraging them to appreciate and respect difference.”

**RRSA Accreditation Report,
Silver: Rights Aware
April, 2024**

We recognise the importance of working closely with families to improve progress for all children and a further two practitioners undertook The Solihull Approach training. Solihull uses well-researched approaches to support emotional health and well-being in children, families and adults. Working with the Bilingual support assistant, we introduced Bilingual Family Bookbug sessions. Families are encouraged to share stories and songs in their home languages; approximately 14 different languages are spoken by our families.



Learning about living with a disability

We showcased our inclusive ethos through a Being Me coffee afternoon which celebrated the diversity of all our learners including disability and sang some songs using Makaton. Approximately 43 families attended and this was very well received.

“Super afternoon! Loved the singing and signing. (My child) has been practising his songs with the song sheet sent home (the wee videos accompanying each song are a great idea!)”

**Parent/carer comment,
Being Me event,
March 2024**



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Moving forward, we will continue to build our capacity to use data to identify and target cohorts of children at risk of underachieving and secure progress for all.

Next Steps

Success and Achievements

- Continue to use data to support children at risk of underachieving
- Rights Respecting Schools GOLD award



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What is our capacity for continuous improvement?

Glenwood Family Centre has a very strong capacity for improvement. The CIV identified key strengths which we can build on and we have a strong sense of how we are doing as we strive to get it right for every child.

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	Very good	
2.3 Learning, teaching and assessment	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very good	
3.2 Securing children's progress / Raising attainment and achievement	Very good	

School Improvement Priorities 2024-25

Leadership and Management

- Continue to prioritise our values in our self-improvement cycle
- 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 (CIRCLE / Up, up and away tbc)
- Continue to build developing environment (space/ experiences) especially outdoors

Success and Achievements

- Continue to use data to support children at risk of underachieving
- Rights Respecting Schools GOLD award