



Glenwood Family Centre Standards and Quality Report 2024-25



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. **We have continued to ensure our values reflect our practices through our improvement priorities.**

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

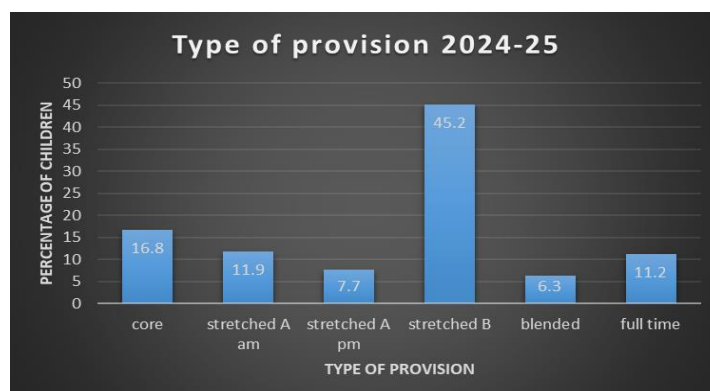


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Context of the School

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 143 across the week. Glenwood offers flexibility for families with 1140 hours available for all children. *Most* (83.2%) of our children had 48 week placements while the remaining children (16.8%) attended Core hours- 5 x 6 hour days, term-time. Of the 48 week children, the *majority* (55.5%) accessed Stretched B hours- 2 x 9.5 hour days and one 4 hours 45 minutes session per week, *less than half* (23.5%) accessed Stretched A hours -5 x 4 hour 45 minutes sessions per week, either am or pm, a *few* (13.4%) have full time hours and a *few* (7.6%) had Blended placements- 1140 hours split between two settings. 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 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 Facilities Management staff.

Glenwood serves a fairly diverse social and economic area across the Thornliebank, Clarkston and Giffnock areas of East Renfrewshire. *Less than half* (30%) of the children are from a minority ethnic background. 22% are bilingual or have English as an additional language with 16 different languages spoken. *Most* (85%) of our children live in SIMD quintiles 4-5 with no children in quintile 1. Approximately 12% of children have additional support needs, needing the support of a wellbeing plan.

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, Early Years Outreach Service (EYOS) and the Pre-School Assessment and Development Unit (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 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



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Method of Gathering Evidence

Our evidence was gathered from:-

- Rights Respecting Schools Gold award accreditation (May 2025)
- ECO schools award, October 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
- Parental questionnaires, surveys and feedback
- Evaluations of parent events 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 Learner Journeys and professional dialogue
- Observation of practices with learners and staff, and by senior leadership team
- Observations of children including Ferre Laevers and focused observations
- Information from partners such as educational psychologist and speech therapists
- Moderation at school, cluster and authority levels
- Quality conversations and PRDs; staff training records



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How good is our leadership and approach to improvement?

QIs- 1.1, 1.2, 1.3; 1.4		Evaluation: Very Good
NIF Priority 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.	School Priority Continue to prioritise our values in our self-improvement cycle. Continue to develop practitioners through opportunities for leadership and research.	
NIF Driver(s) School and ELC leadership Teacher and practitioner professionalism Parent/carer engagement and family learning School and ELC improvement	Local Improvement Plan – Expected Outcome / Impact Empowerment and leadership	
Progress, Impact and Outcomes <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 government staff and the Professional Review and Development for teaching staff. Staff training this session has been extensive and aligned with our improvement priorities. Training included Trauma-Informed Practice, Solihull approach, Hanen training, supporting children with additional support needs (ASN), First Aid, gross motor training, TacPac training, Play on Pedals, Drawing Club, Bucket Time and the new Quality Improvement Framework for the Early Learning and Childcare sectors. Following staff training, practitioners share their learning with colleagues. For example, one practitioner attended Drawing Club CLPL and now three practitioners lead this. We do Drawing Club with children who are making good progress in their mark making, providing challenge, and this has had a measurable impact on the level of detail now included in line drawings. We engaged with the Play, Talk, Read team who delivered Pathways through Play for inservice training, to support engaging families in children's play. This session, one CDO completed the PDA level 9 course with another currently undertaking this. One CDO completed her BA degree. One CDO took up an acting senior CDO post in another setting and a second CDO is due to begin a similar temporary post next session. One of our playworkers completed her NC course.</p> <p><i>Almost all</i> practitioners have additional roles of responsibility such as for Woodland Adventures, Bookbug, ECO, Makaton and targeted support groups including social skills, gross motor group, Drawing Club and Bucket time. This session three practitioners worked in partnership with facilities management to introduce the Mini-Master Chef programme. This provided a block of experiences for children to encourage eating vegetables through cooking activities. This intervention is now an ongoing feature of our provision.</p>		



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Mini-Master Chef

The principal teacher is part of the local authority Performance and Reporting Reference Group, which considers systems, tools and approaches to measuring, analysing and reporting on performance using data. She played a lead role in developing and piloting the ASN functionality of the Early Years Tracking Tool, which we used this session for identified children. This has resulted in more accurate reporting of the strengths and next steps for children with additional support needs.

The head teacher has continued to carry out quality improvement work within the local authority including Collaborative Improvement Visits in schools and ELC settings. She recently undertook authority development work on the new shared Quality Improvement Framework for Early Learning and Childcare Sectors. This involved developing resources to support self-evaluation and quality assurance and sharing with fellow head teachers how to use the framework for self-evaluation. The next step is to implement the new framework in Glenwood, while continuing to support colleagues across the authority in their journey.

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:

Partnerships- The Partnerships working party have continued to engage families in a range of ways, gathering parental views and increasing parental involvement and engagement. We supported at cluster parental sessions including Psychology of Positive Parenting, Sleep Scotland and Family First sessions. We changed the format of our parents' Curriculum Evening to a *Come and Play* session for families- where children and parents could attend together. 46 families attended and took part in a range of activities together led by the staff team.

"It was so, so great that everybody came- Daddy and Mummy and that you did everything with me. I loved a playdate with Mummy and Daddy."

"I liked reading stories and playing games. I liked making pizza."

"I liked playing with the shaky rice. I liked showing Mummy and Daddy my room."



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"I enjoyed showing mummy and daddy woodwork and I made a car."

Children's comments
Come and Play session,
November 2024

"I liked how interactive the nursery is. It is so bright, cheerful, engaging and so full of fun things for the kids to learn individually and as a group. Glenwood FC and the staff are truly wonderful! We are lucky to be here!"

"We loved it! Lots to explore and lovely to see how confident (our child) is at nursery. Thank you!"

"Much better than last year. So nice for children to get excited and share their toys and show us their friends. Really good chance for my husband to meet other dads. Nice informal space to hear from teachers that I wouldn't usually meet."

"Fun evening, an impressive range of provocative activities. Great staff too!"

Parents' comments
Come and Play session,
November 2024

The Partnerships working party built on the success of our current parental involvement programme to include Mini-Master Chef sessions to encourage families to prepare and cook healthy foods together. Our parental involvement sessions are well attended. We deliver sessions at various times across the week to meet the needs of different families and align with different attendance patterns.

Opportunity	Number of sessions delivered	Number of attendees
Woodland Adventures	92 sessions	approx. 51 families (some families attend regularly each block)
Bookbug including Gaelic and themed sessions	50 sessions	49 families (some families attend regularly each block)
Mini-Masterchef	4 sessions	16 families

Inclusion- The Inclusion working party ensure an inclusive ethos across the centre. This included organising a Being Me event where we showcased Makaton through songs. 53 families attended this coffee afternoon. We produced a Makaton songbook for all children to take home with QR codes to videos of staff signing and singing some of our favourite nursery songs. We celebrate the diversity of our children and families, including learning about disability, such as through our celebration of World Down Syndrome Day.



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We wore odd socks to celebrate World Down Syndrome day

Nurture - In response to the monitoring of lunchtime experiences by the Nurture working party, we identified that there was a difference in quality of experience depending on whether children sat at the long benches or at smaller tables. Using the Care Inspectorate mealtimes practice note for guidance, we adapted the lunchtime environment and purchased additional furniture to allow all children to sit at smaller, circular tables. This has resulted in a high quality lunch experience for all children, which feels calmer, gives greater independence for the children and has had a measurable improvement in staff interactions.

Respect- The Respect working party led the rest of the staff team on our Rights Respecting Schools journey, ensuring we embed children's rights in our practice, gathering evidence as part of the self-evaluation and successfully achieving Gold accreditation. We ran a mascot competition for the children to design a Rights Respecting Schools mascot. This mascot helps us to learn about, through and for rights.



Thank you Leo, for our winning design – Mr Crocodile

We regularly consult children and use their views to inform change. We gathered the views of children to inform improvement of our outdoor space. The children are actively involved in participatory budgeting and voted to select playground resources. Valuing children's views was reflected in our recent GOLD Rights Respecting Schools Award report which states-



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"Pupils are listened to and involved in decision making at all levels."

"Parents unanimously praised the nursery's approach to listening to what each individual child wanted, knowing what they needed, and understanding "what would make them settle and happy in their learning." They cited the impact, not only on the children's confidence and happiness, but on their whole family's wellbeing seeing their child off to a good start. "The rights has helped them express themselves," one parent said. Children's opinions are sought about all aspects of their daily lives in Glenwood."

**RRSA Accreditation Report,
Gold: Rights Respecting
April, 2025**

Excellence- The focus for the Excellence working party has been on developing resources aligning continuous provision with Curriculum for Excellence experiences and outcomes. Recent self-evaluation identified that our next step is to review the physical environment to streamline the range of experiences on offer in each room. This will support the whole team to manage workload and improve the quality of planned experiences and staff interactions. This work is ongoing.

ECO- In October 2024, We achieved our 8th ECO-Schools Scotland Green Flag Award. The ECO committee comprises of practitioners and children who drive forward our ECO practices ensuring they are embedded in all we do.

"I really like that your children took part in your Environmental Review."

"It is wonderful to see you learning to grow your own food."

"I really like your emphasis on your children learning about people from different cultures and backgrounds and how they can help those in need."

"You have done a great job involving your local community in your Eco-Schools activities."

"I really like your Eco-Code, as it is so catchy!"

**ECO Schools Green Flag Award,
October 2024**

As we move forward into 2025-26, our leadership priorities will focus on adopting the new shared Quality Improvement Framework for Early Learning and Childcare Sectors for all aspects of quality improvement. We will continue to involve all practitioners in our improvement journey, through professional learning, working parties and leadership opportunities.



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Next steps

Leadership


- Use the new Quality Improvement Framework for Early Learning and Childcare Sectors for all aspects of quality improvement and to support pedagogical leadership and professional development



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

QIs-2.1, 2.2, 2.4 2.5		Evaluation: Very Good
NIF Priority 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	School Priorities 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 Driver(s) Parent/carer engagement and family learning Curriculum and assessment School and ELC improvement Performance information	Local Improvement Plan – Expected Outcome / Impact Social Justice and Wellbeing Pedagogy and Learning	
Progress, Impact and Outcomes All staff (100%) including facilities management and business support staff completed The Promise training. This raised our awareness of care experienced children and young people and some of the challenges they face, earning us the Keeping the Promise Award. <div style="text-align: center;">  </div> <p style="text-align: center;"><i>We proudly display our achievement and commitment to professional learning and sharing the message of The Promise</i></p>		
All playworkers (100%) completed the authority's Keeping Trauma in Mind course, impacting positively		



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in their relationships with children.

We value our inclusive approach. We work closely with our partners in Psychological Services, Speech and Language, Sensory Support, Family First, Request for Assistance and the Health Visitor Team. In particular, we have worked closely with the Early Years Outreach Service (EYOS) and practitioners from the Pre-school assessment and development unit (PSADU) to upskill staff. The EYOS team delivered CLPL and have supported implementing Bucket Time to improve attention, listening skills and engagement with adult-led activities for identified children. All children (100%) taking part in Bucket Time have made progress from the initial assessment to after 12/16 weeks of interventions.



Children are supported through strategies such as Bucket Time

We provided targeted support including for social skills, muscle and movement groups and Stages of Early Arithmetical Learning (SEAL). Through our Learning Journeys, we identified 50 children for support through targeted interventions or support groups throughout the year. We also used data to identify 23 children requiring challenge in their mark making and provided this through the Drawing Club. 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. Makaton signing is now embedded in our daily routines. We continue to develop consistent use of visuals to support communication including for daily routines, choices and 'now and next' activities. This, along with the targeted interventions, has had a measurable impact on the universal strategies used, reducing the number of children with wellbeing plans to 12%.

In May we began to explore Up, Up and Away, the early years version of the CIRCLE framework which supports inclusive learning. We carried out audits of the playrooms using the CIRCLE Literacy Rich Environment Tool to evaluate the nursery setting, implementing a few small changes as a result. We will continue to upskill all practitioners on the use of this resource next session.

We use the Leuven scale to measure levels of wellbeing or engagement. This session, we involved the wider team in Ferre Laevers observations with teachers and keyworkers gathering data together. This allowed for professional dialogue and more immediate support to children with lower levels. Last session, the head teacher and depute head of centre introduced Care Inspectorate methodology which tracks an individual child through focused observations. This session, each keyworker adopted this



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approach for an identified child in their group. This provided the keyworker with qualitative data and allowed them to ensure the child's needs were being met.

Each of our playrooms have social, discovery, creative and outdoor areas. In consultation with the children, we developed the outdoor space to include more opportunities for gross motor development and engaging experiences outdoors. This included the addition of a fire pit area, a scramble net, a rope pull, den poles and a sensory rainbow pergola and developing the outdoor Bookbug area to make it more welcoming.



We developed our outdoor space, following consultation with the children

Each practitioner plans for a particular area and planning may be responsive, intentional or from continuous provision. Our planning processes allow practitioners to share their planning with the team while affording flexibility for practitioners to responsively follow the children's interests. These are recorded in a Big Book, ensuring children's voice is evident.



Big Books are used to responsively plan experiences

We continue to audit and review all aspects of our planning to ensure consistency of approach and a balance of experiences across the curriculum. Monitoring and self-evaluation has identified the need to address some inconsistency in the quality of the planned experiences across the centre. This in turn impacts on the quality and quantity of observations practitioners are able to carry out and has an impact



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on workload for some. Moving forward, we will continue to develop our pedagogical approaches to ensure all practitioners have a clear understanding of the planning and observation cycle. We will develop a more defined physical environment, ensuring our spaces meet the needs of our children. This will result in more focused and manageable experiences across each of the three rooms to address some workload challenges. This will strengthen the current processes and improve planned experiences, observations and interactions.

Next steps

Children Thrive and Develop in High Quality Spaces

- Continue to review and develop continuous provision to ensure high quality spaces

Children Play and Learn

- Continue to review and develop pedagogical approaches to ensure high quality planning, experiences and interactions



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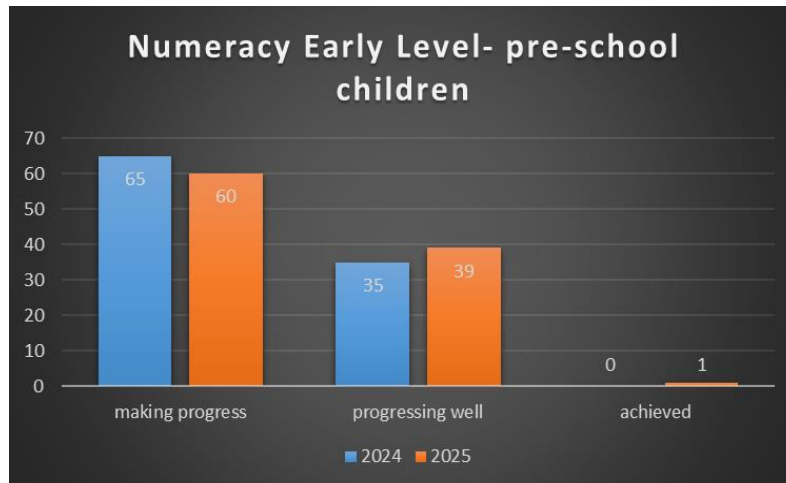


How good are we at ensuring the best possible outcomes for all our children / learners?

(QIs 3.1, 3.2)		Evaluation: Very Good
NIF Priority 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	School Priority 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	
NIF Driver(s) Curriculum and assessment School and ELC improvement Performance information	Local Improvement Plan – Expected Outcome / Impact Attainment, Achievement and Progress Social Justice and Wellbeing	
Progress, Impact and Outcomes We have effectively used data to identify children at risk of underachieving or needing challenge. 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. We use the authority summative reports which report tracking information to parents/carers directly from the tracking tool. We use practitioner judgements to inform parents/ carers of their child's Curriculum for Excellence level for numeracy, reading, writing and listening and talking. Early intervention, moderation activity and professional dialogue within Glenwood and with colleagues for other ELC settings has led to an increase in the number of children progressing well or achieved in numeracy, reading and listening and talking. Numeracy- <i>By May 2025, almost all (93%) pre-school children can recognise numerals from zero up to 10, with the majority (58%) able to recognise numerals beyond 10. Almost all (91%) can recall a forward number sequence from zero to beyond 10, with most (78%) being able to recite backwards from 10 or more to zero. The majority (63%) can use 1:1 correspondence to count objects up to 20. Most (88%) can recall numbers after another number and the majority (55%) can recall numbers before. Less than half (45%) can count on from a given number and most (85%) can work out the missing number on a number line within 10. The majority (72%) can add two groups together.</i>		



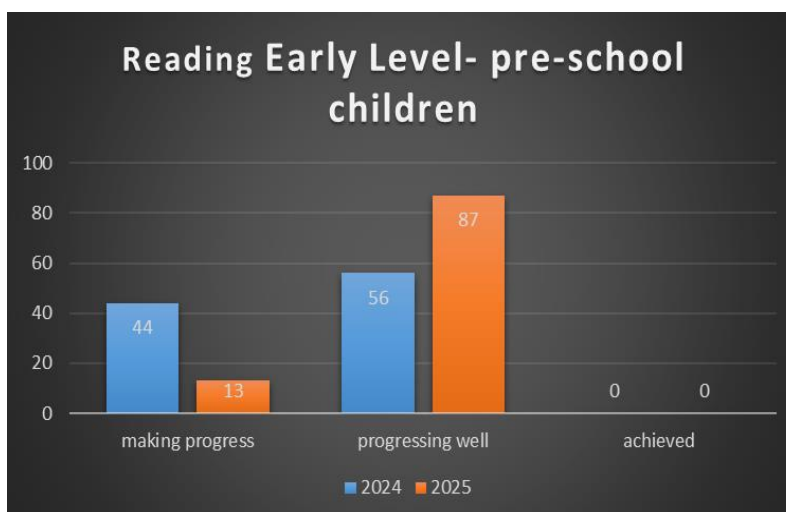
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Early intervention, professional dialogue and moderation has led to a slight increase (5%) in children progressing well/ achieved in numeracy

Reading-

Most (79%) pre-school children can differentiate between letters, words and numbers. Most (88%) are able to point to where we start to read a story and show the direction in which we read the words. Almost all (91%) can show the front and back of a book, with the majority (70%) pointing to the title and author. Almost all (97%) can recognise some letters, with most (90%) stating some letter sounds and names. Almost all (96%) can recognise their first name with less than half (27%) able to write their name using a capital letter and lowercase correctly.



Early intervention, professional dialogue and moderation has led to a significant increase (31%) in children progressing well/ achieved in reading

Writing-

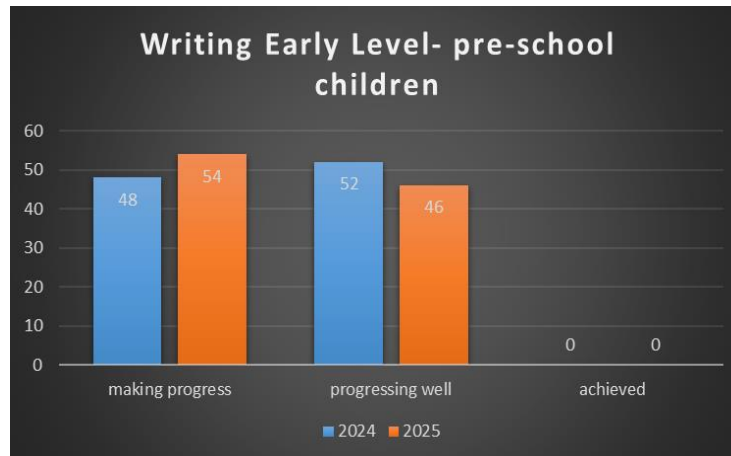
The majority (73%) of pre-school children are writing in word-like clusters and almost all (94%) can experiment with writing their own name. The majority (54%) are aware of the purpose of writing and are doing this to convey meaning, with just less than half (49%) assigning meaning



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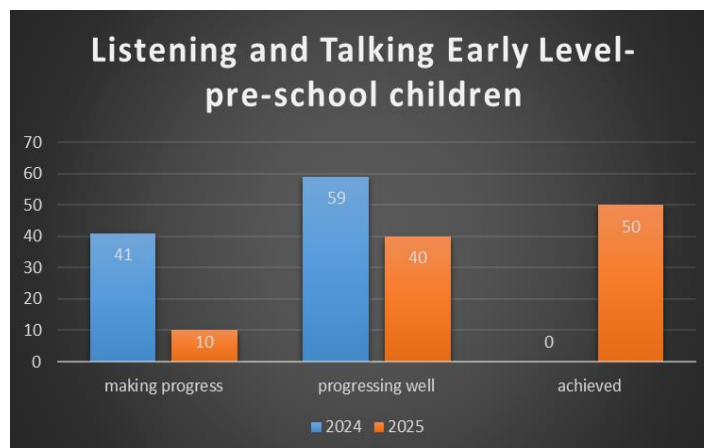
to their own mark-making/writing.



slight decrease (6%) in children progressing well/ achieved in writing, possibly as a result of moderation and practitioner understanding of the skills

Talking and Listening-

Almost all (91%) of preschool children can generate rhyme from a given word. Most (82%) are able to identify rhyming words. The majority (70%) recognise initial sounds and generate words beginning with the same sound.



Early intervention, professional dialogue and moderation has led to a significant increase (49%) in children progressing well/ achieved in talking and listening

Along with the tracking tool, we use Learning Journeys to monitor children's progress. These use a Fact, Story, Action approach. Teaching staff meet three times a year with keyworkers to scrutinise this data and identify children who may benefit from additional support or intervention to secure attainment over time.

We continue to analyse baseline scores from primary 1 assessments of our former children. Analysis shows a slight decline in numeracy with literacy staying roughly the same. Positively, there is an increase in both numeracy and literacy for ethnic minority children.



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Numeracy	Raw scores- all	Raw scores- girls	Raw scores- boys	Raw scores- Ethnic minority
2024-25 P1's	15.2	15.2	15.3	14.5
2023-24 P1's	16	15.8	16.2	13.5
2022-23 P1's	16.6	16	17.2	16.5

Literacy	Raw scores- all	Raw scores- girls	Raw scores- boys	Raw scores- Ethnic minority
2024-25 P1's	22.5	24	21.2	22.8
2023-24 P1's	22.3	23.6	20.6	17.6
2022-23 P1's	22.8	23.6	22	21.9

This session we continued on our journey to learn about children's rights, through rights and for rights. We gained our Gold RRSA in April 2025.

"It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include-

A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the nursery.

Quality training and support for staff has been provided and sustained."

**RRSA Accreditation Report,
Gold: Rights Respecting
April, 2025**

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

Children are supported to achieve

- Introduce the Up, Up and Away framework to meet the holistic needs of the children
- Continue to develop the Fact, Story Action approach to data analysis to support children's progress



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What is our capacity for continuous improvement?

Glenwood Family Centre has a very strong capacity for improvement. We have a committed team who strive to get it right for every child. External validation through ECO schools and Rights Respecting Schools demonstrates our commitment to our school values and ensuring our children are successful learners, confident individuals, effective contributors and responsible citizens.

A public consultation is taking place next session, proposing a change for Glenwood to become a 0-5 years setting. Our priorities from December 2025 for professional development may be influenced by the outcome of this.

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 2025-26

Leadership

- Use the new Quality Improvement Framework for Early Learning and Childcare Sectors for all aspects of quality improvement and to support pedagogical leadership and professional development

Children Thrive and Develop in High Quality Spaces

- Continue to review and develop continuous provision to ensure high quality spaces

Children Play and Learn

- Continue to review and develop pedagogical approaches to ensure high quality planning, experiences and interactions

Children are supported to achieve

- Introduce the Up, Up and Away framework to meet the holistic needs of the children
- Continue to develop the Fact, Story Action approach to data analysis to support children's progress