



# **Glenwood Family Centre**

## **Improvement Plan**

***2025 – 2026***

## **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.

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

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

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

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

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

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

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

## 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 2025-28

	<u>Year 1 2025-26</u>	<u>Year 2 2026-27*</u>	<u>Year 3 2027-28*</u>
<b><u>Leadership</u></b>	Self-evaluation and quality assurance relating to new Quality Improvement Framework	Practitioner Inquiry New Framework embedded within practice	Vision, Values and Aims
<b><u>Children thrive and develop in quality spaces</u></b>	Review and develop spaces	Continue to develop spaces	Children influence and affect change
<b><u>Children play and learn</u></b>	Review and develop planning, experiences and interactions	Curriculum rationale	Planning and assessment, tracking and monitoring
<b><u>Children are supported to achieve</u></b>	Introduce Up, Up and Away; Continue Fact, Story Action approach to data analysis	Connections with families; Positive relationships and wellbeing	Children's progress

\* Priorities for the three year cycle will be determined by the outcome of a public consultation to change to a 0-5 setting from August 2026

### 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

Leadership						
<b>Priority</b> <ul style="list-style-type: none"><li>○ 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</li></ul>						
<b>NIF Priorities</b> <ul style="list-style-type: none"><li>○ Placing the human rights and needs of every child and young person at the centre of education</li><li>○ Closing the attainment gap between the most and least disadvantaged children and young people</li><li>○ Improvement in children and young people’s health and wellbeing</li><li>○ Improvement in achievement, particularly in literacy and numeracy</li></ul>			<b>Quality Indicators</b> <ul style="list-style-type: none"><li>○ <b>Leadership and Management of staff and resources (CI)</b><ul style="list-style-type: none"><li>▪ self-evaluation, quality assurance and implementing change</li></ul></li><li>○ <b>Staff skills, knowledge, values and deployment (CI)</b><ul style="list-style-type: none"><li>▪ staff skills, knowledge and values</li></ul></li><li>○ <b>Leadership for continuous improvement (ES)</b><ul style="list-style-type: none"><li>▪ Pedagogical leadership</li><li>▪ Leadership and professional development</li><li>▪ Planning and continuous improvement</li></ul></li></ul>			
<b>NIF Drivers</b> <ul style="list-style-type: none"><li>○ School and ELC leadership</li><li>○ Teacher and practitioner professionalism</li><li>○ Parent/carer engagement and family learning</li><li>○ School and ELC improvement</li></ul>						
<b>Local Improvement Plan Priorities</b> <ul style="list-style-type: none"><li>○ Empowerment and leadership</li></ul>						
Expected Impact and Outcomes	Actions		Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All staff are familiar with the content and structure of the new shared Quality Framework and begin to use this to improve outcomes for children by September ’25.</p> <p>All staff are actively engaged in continuously evaluating and improving our centre, taking account</p>	<ul style="list-style-type: none"><li>● Whole Team training on new Quality Improvement Framework</li><li>● Working party approach to all current and ongoing improvement priorities; Each working party to an develop action plan focusing on self-evaluation using the new framework, engaging all stakeholders -<ul style="list-style-type: none"><li>○ <u>Excellence</u><ul style="list-style-type: none"><li>- Quality spaces and experiences (current)</li></ul></li><li>○ <u>Partnerships</u><ul style="list-style-type: none"><li>- engaging with families and the wider community (ongoing)</li></ul></li></ul></li></ul>		SLT/All staff	August-June	Quality Improvement framework, Realising the Ambition, Parental engagement and involvement strategy, Up, Up and Away, Panecal	Working party action plans; monitoring and self-evaluation documentation; Quality Conversations and PRD records; training overview; inservice day

<p>the views of children, parents/ carers and families.</p> <p>Children experience high quality early learning and childcare provision as a result of the pedagogical leadership and continuous professional development of staff.</p>	<ul style="list-style-type: none"> <li>○ <u>Inclusion</u> <ul style="list-style-type: none"> <li>- supporting and including all learners through Up, Up and Away/Panecal approaches (current)</li> </ul> </li> <li>○ <u>Respect</u> <ul style="list-style-type: none"> <li>- Learning for Sustainability practices- ECO, Global Citizenship, Children's Rights (ongoing)</li> </ul> </li> <li>○ <u>Nurture</u> <ul style="list-style-type: none"> <li>- Quality interactions (current)</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● 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"> <li>○ agree and regularly review through Quality Conversation/PRD/ working parties</li> <li>○ engage in CLPL to meet own professional development needs</li> <li>○ share professional learning with colleagues</li> </ul> </li> </ul>			<p>resources, Learning for Sustainability resources, Rights Respecting Schools</p> <p>Professional learning resources and CLPL opportunities</p>	plans
--	--	--	--	--	-------

## Children thrive in high quality spaces

### Priority

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

### NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in achievement, particularly in literacy and numeracy

### NIF Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

### Local Improvement Plan Priorities

- Social Justice and Wellbeing
- Pedagogy and Learning

### Quality Indicators

- **Children experience high quality spaces (CI)**
  - Quality, safety and maintenance of spaces
  - Children influence and manage change

Expected Impact and Outcomes	Actions	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Children experience high quality play throughout the day through well-considered spaces.</p> <p>Our continuous provision facilitates a manageable balance of spontaneous and planned high quality experiences which support</p>	<ul style="list-style-type: none"> <li>• Continue to develop and review continuous provision within each playroom to ensure well-balanced and streamlined creative, social and discovery zones, taking account practitioner workload and manageability                             <ul style="list-style-type: none"> <li>○ Involve children in reviewing and resourcing areas and planning for improvement</li> <li>○ Introduce choosing books to support children's choice</li> <li>○ Support planning for continuous provision by aligning to Experiences and Outcomes</li> </ul> </li> </ul>	<p>All staff</p> <p><i>Excellence</i> working party</p>	<p>August-June</p>	<p>Play Inverclyde resources, CLPL, professional reading, Early Years practitioner Sways, reciprocal</p>	<p>Working Party action plan, Planning records, room monitoring and self-evaluation documentation</p>

and challenge children's learning.	<ul style="list-style-type: none"><li>○ Consider how children can be supported and challenged through the continuous provision</li></ul>			visits, Curriculum for Excellence, Quality Improvement Framework	
------------------------------------	--	--	--	--	--



Children play and learn						
<b>Priority</b> <ul style="list-style-type: none"><li>Continue to review and develop pedagogical approaches to ensure high quality planning, experiences and interactions</li></ul>						
<b>NIF Priorities</b> <ul style="list-style-type: none"><li>Placing the human rights and needs of every child and young person at the centre of education</li><li>Closing the attainment gap between the most and least disadvantaged children and young people</li><li>Improvement in children and young people’s health and wellbeing</li><li>Improvement in achievement, particularly in literacy and numeracy</li></ul>			<b>Quality Indicators</b> <ul style="list-style-type: none"><li><b>Playing and learning (CI)</b><ul style="list-style-type: none"><li>Children’s engagement</li><li>Quality of interactions</li><li>Child-centred planning and assessment</li></ul></li><li><b>Learning, teaching and assessment (ES)</b><ul style="list-style-type: none"><li>Children’s experiences and spaces</li><li>Interactions to support learning</li><li>Planning and assessment</li><li>Tracking and monitoring</li></ul></li></ul>			
<b>NIF Drivers</b> <ul style="list-style-type: none"><li>School and ELC leadership</li><li>Teacher and practitioner professionalism</li><li>Parent/carer engagement and family learning</li><li>Curriculum and assessment</li><li>School and ELC improvement</li><li>Performance information</li></ul>						
<b>Local Improvement Plan Priorities</b> <ul style="list-style-type: none"><li>Social Justice and Wellbeing</li><li>Pedagogy and Learning</li></ul>						
Expected Impact and Outcomes	Actions		Personnel	Timescale	Resources	Monitoring and Evaluation
<u>Pedagogical approaches</u> Children experience high quality play throughout the day through well planned experiences and sensitive interactions  Our experiences are child-centred and responsive to children’s interests, needs	<ul style="list-style-type: none"><li>Continue to develop and review quality of experiences<ul style="list-style-type: none"><li>Teachers to monitor planning (responsive, intentional and continuous provision) and observations to support the RtA ‘child centred pedagogy in practice’ cycle</li><li>Teachers to support practitioners to effectively document planning and observations to reflect the experiences</li><li>Teachers to ensure equity in workload for observations across practitioners</li></ul></li></ul>		teachers	August-June	Realising the Ambition, Curriculum for Excellence, Quality Improvement Framework, CLPL, professional	Planning records, room monitoring

and life experiences and provide a balance of spontaneous and planned high quality experiences	<ul style="list-style-type: none"> <li>○ Self-evaluation and monitoring of quality of experiences towards end of day to ensure equity in attendance pattern, engaging staff and children in this process</li> <li>• Continue to develop interactions to ensure children's needs are being met throughout the day <ul style="list-style-type: none"> <li>○ monitoring and self-evaluation of interactions and experiences</li> <li>○ peer observations</li> </ul> </li> </ul>	<p><i>Excellence/ Nurture</i> working parties; DHoC and SCDO</p> <p>All staff, <i>Nurture</i> working party</p>		reading, Early Years practitioner Sways, reciprocal visits, Quality Improvement framework	room monitoring and self-evaluation documentation; feedback from children
--	--	---	--	---	---

## Children are supported to achieve

### Priority

- 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

### NIF Priorities

- 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

### NIF Drivers

- Curriculum and assessment
- School and ELC improvement
- Performance information

### Local Improvement Plan Priorities

- Attainment, Achievement and Progress
- Social Justice and Wellbeing

### Quality Indicators

- **Nurturing care and support (CI)**
  - Nurturing care
  - Personal planning
  - connections with families
- **Wellbeing inclusion and equality (ES)**
  - Universal supports
  - Identification of learning needs and targets
- **Children's Progress and Achievements (ES)**
  - Progress over time across all areas of learning
  - Overall quality of children's achievements
  - Ensuring equity for all children

Expected Impact and Outcomes	Actions	Personnel	Timescale	Resources	Monitoring and Evaluation
<u>Up, Up and Away</u> The needs of all children are met through interactions, routines and a literacy rich environment which support literacy learning at all stages of development.	All staff to take part in professional learning around inclusive practice in ELC settings - <ul style="list-style-type: none"> <li>○ Launch of Up, Up and Away at neighbourhood event</li> <li>○ Introduce Up, Up and Away approaches in playrooms to create an inclusive environment</li> <li>○ Carry out an audit of the Learning Environment and implement relevant changes</li> <li>○ August- June upskilling in PANEAL strategies</li> </ul>	All staff, <i>Inclusion</i> working party	August inservice  Term 1	Karen Stevenson delivering inservice day training; Up, up and Away resources; Panecal resources;	Training calendar, in service day plans, CLPL evaluations

Children at risk of low achievement in literacy are identified early through careful observation and as a result, appropriate interventions are put in place.	<ul style="list-style-type: none"> <li>○ Use Up, Up and Away resources to identify children at risk and inform the wellbeing planning process</li> <li>○ Targeted next steps for identified children</li> <li>○ Use data to assess impact of interventions</li> <li>○ Engage with families to support development in the home environment</li> </ul>	Keyworkers, teachers, ASN co-ordinator	August-June	Ed Psych team; Up, up and Away resources;	Wellbeing plans, Universal supports overview, data, learner journeys, observations
<p><u>Securing Children's Progress</u></p> <p>Every child makes progress in communication, early language, mathematics and health and wellbeing</p> <p>Children's progress is analysed taking a Fact, Story, Action approach to ensure equity for all children through timely interventions when required</p>	<ul style="list-style-type: none"> <li>● Continue to build capacity of practitioners to enhance children's progress and close the attainment gap - <ul style="list-style-type: none"> <li>○ SLT / keyworker termly dialogue of 'learning journeys' taking a Fact, Story, Action approach - analysing progress and identifying next steps from Ferre Laevers observations, focused observations, stages of mark making and stage of early arithmetical learning</li> <li>○ Continue to deliver a broad range of interventions including Bucket Time, Social Skills groups, Gross motor skills groups, Drawing Club and targeted Bookbug</li> <li>○ Introduce data from Up, Up and Away to 'learning journeys'</li> <li>○ Use Up, Up and Away strategies for targeted next steps as required</li> </ul> </li> </ul>	Keyworkers / teachers/ SLT	termly	Collegiate calendar; Ferre Laevers; stages of mark making; SEAL; ERC EY Tracking Tool, SEEMIS, Up, Up and away; Baseline and developmental milestones data	ERC EY tracking tool; learning journeys; observations, wellbeing plans