

Glenwood Standards and Quality Report and School Improvement Plan



A Summary For Parents and Carers

Every school and Early Learning and Childcare centre has a plan to help them on their improvement journey and report on this annually.

A full version of both the Standards and Quality Report and the School Improvement Plan is available to all parents here.

Our Vision - **Glenwood Family Centre - Learning and Growing Together.**

Our Values -**Excellence Partnerships Inclusion Respect Nurture**

Our Aims -

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.



Glenwood Standards and Quality Report 2024-25 (Summary)



Our priorities in 2024-25 were

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
- 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

How are we doing?

How good is our leadership and approach to improvement?

- * Our values continue to shape the work of our working parties
- * Practitioners have additional responsibilities such as for Woodland Adventures, Bookbug, ECO, Makaton, social skills, gross motor group, Drawing Club, Bucket time and Mini-Master Chef
- * Staff have taken part in a broad range of training
- * We regularly consult children and use their views to inform change such as developing the outdoor space

Pupils are listened to and involved in decision making at all levels.
Gold RRSA Report, May, 2025

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

- * All staff completed the promise training
- * All playworkers completed the Keeping Trauma in Mind course
- * Staff are trained in Bucket Time and work with colleagues from the Early Years Outreach Service to support children
- * We provide targeted support to meet children's individual needs
- * We consulted the children to develop the outdoor space



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

- * We use a Fact, Story, Action approach to our professional dialogue
- * We use data to track the progress of our learners
- * We use the authority tracking tool for literacy, numeracy and health and wellbeing
- * We put interventions in place to support and challenge where required
- * We achieved our Gold Rights Respecting Schools award

It was evident that children's rights are embedded across the school and underpin every facet of school.
Gold RRSA Report, May, 2025

Glenwood Improvement Plan 2025-26 (Summary)



Leadership

- Team training on new Quality Improvement Framework
- Working party approach for improvement priorities
- Staff engage in professional learning



Children thrive and develop in quality spaces

- Develop and review continuous provision within each playroom
- Involve children in developing areas
- Link Curriculum for Excellence with continuous provision



Children play and learn

- Develop planning processes to ensure high quality of experiences
- Further develop staff interactions to support progress



Children are supported to achieve

- Introduce the Up, Up and Away framework
- Continue to develop the Fact, Story Action approach to data analysis

