



Glenwood Family Centre Standards and Quality Report 2025-26



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* (60.5%) accessed Stretched B hours- 2 x 9.5 hour days and one 4 hours 45 minutes session per week, *less than half* (23.6%) 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* (2.5%) 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. 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).

Glenwood serves a fairly diverse social and economic area across the Thornliebank, Clarkston and Giffnock areas of East Renfrewshire. *Less than half* (26.6%) of the children are from a minority ethnic background. 25% are bilingual or have English as an additional language with 18 different languages spoken. *Most* (79.7%) of our children live in SIMD quintiles 4-5 with two children in quintile 1. Approximately 10% of children have additional support needs, needing the support of a wellbeing plan. This session 44% of our learners are female and 56% male.

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. This year we supported a local nursery by providing space within our building for 6 weeks to allow them to operate when their building had to emergency close due to flood damage.

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/>

Our centre has been part of a local consultation to close a nearby 0-3 centre and for Glenwood to become a 0-5 centre. This consultation has now concluded and Glenwood will begin the transition to become a 0-5 centre during 2026-27. Along with organisational changes, staff and children from the neighbouring centre will transition to Glenwood by December 2026.



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Improvement Plan 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



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Method of Gathering Evidence

Our evidence was gathered from:-

- 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
- Rights Respecting Schools Gold award accreditation (May 2025)



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How good is our leadership and approach to improvement?

QIs: Leadership- - Leadership and management of resources (CI) - Staff skills, knowledge, values and deployment (CI) Leadership for continuous improvement (ES)		Evaluation: Very Good						
<u>NIF Priorities</u> - 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	<u>School Priority</u> 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							
<u>NIF Drivers</u> - School and ELC leadership - Teacher and practitioner professionalism - Parent/carer engagement and family learning - School and ELC improvement	<u>Local Improvement Plan Priorities</u> Empowerment and leadership							
<i>Progress, Impact and Outcomes</i> Our vision and values continue to reflect the ambitions of the staff, children and families. All CDOs, teachers and the senior leadership team are part of self-selected working groups which are organised around each of our values: <u>Partnerships</u>- The Partnerships working party have continued to engage families in a range of ways, gathering parental views and increasing parental involvement and engagement. They gather parental views, regularly consulting parents, through the Parents' Committee and beyond, to influence change. They promote family learning through our Family Fun Bags, which are issued termly to all children and engage families in shared learning experiences at home. They continue to build on the success of our parental involvement programme and sessions are well attended. We run sessions at various times across the week to meet the needs of different families and align with different attendance patterns. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Opportunity</th><th>Number of sessions delivered</th><th>Number of attendees*(some attend more than once)</th></tr> </thead> <tbody> <tr> <td>Woodland Adventures</td><td>96 sessions</td><td>approx. 123 parents (some parents attend regularly each</td></tr> </tbody> </table>			Opportunity	Number of sessions delivered	Number of attendees*(some attend more than once)	Woodland Adventures	96 sessions	approx. 123 parents (some parents attend regularly each
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		block)
Bookbug including themed sessions	37 sessions	108 parents (some parents attend regularly each block and some bring younger siblings)
Mini-Masterchef family cooking sessions	9 sessions	40 parents (some parents attend regularly each block)
Come and Play evening (family session)	1 evening event	32 families (parents, nursery children and younger siblings)

The depute head of centre collaborated with cluster colleagues to plan a cluster International Celebration Evening which was a celebration of diversity. This was attended by families from across the cluster who shared traditional food, music, dance, sports and a fashion show. The Parents' Committee is very involved in the work of the centre, supporting throughout the year at events, fundraising and communicating the views of the wider parent body.

Inclusion, Nurture and Rights- The Inclusion, Nurture and Rights working party ensure an inclusive ethos across the centre. They showcase their work to families through our Being Me event where we celebrate our differences and showcase Makaton through songs. This session, 58 families attended this event. The working party identified individual training needs of the team on inclusive practice and facilitated this, including upskilling on Panecal, Makaton and Hanen practices. They facilitate the use of visuals to support routines and communication with children and are beginning to develop a bank of choosing books to increase children's voice in planned experiences. Plans to introduce peer observations of interactions were not achieved due to time restraints, however the working party led on inclusive environment audits within the playroom using Up, Up and Away resources. We revisited audits of the playrooms, carried out at the end of last session, using the CIRCLE Literacy Rich Environment Tool to evaluate the nursery setting, implementing a few small changes as a result. The working party reviewed nursery policies to reflect the Council's updated Inclusion and Equity Standard Circular. This ensures our policies take account of the values of inclusion and Rights of the Child, celebrate diversity and take account of the Cost of the School Day.

Excellence- The focus for the Excellence working party has been on creating a skills framework aligning continuous provision with progressive skills. This supports the whole team to manage workload and improve progression of skills through the continuous provision and linked to Curriculum for Excellence experiences and outcomes. This work developed to include partnership working with a cluster ELC.

We regularly consult children and use their views to inform change and in participatory budgeting. We identified a need to refresh our digital learning resources. The ICT lead consulted with children, identifying which resources needed replaced and others which the children indicated they would like. We gathered the children's views and comments and identified the items to be purchased.

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. Staff training is



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aligned with our improvement priorities. Whole team training has centred on introducing the new Quality Improvement Framework for the Early Learning and Childcare sectors (QIF) and introducing the Up, Up and Away framework. We work very closely with our early years neighbourhood group (EYNG), and together we led a session for *all* practitioners across the neighbourhood to introduce the new QIF and share practice through self-evaluation. This session was very well received and as a result practitioners reported increased understanding of the Care Inspectorate Quality Framework and confidence using it to support continuous improvement-

How well do you understand the Care Inspectorate Quality Framework, and how confident are you in using it to support continuous improvement? (5 point scale)

Centre/Nursery	Before	After
Glenwood	2.47	3.95
Overall EYNG average	2.78	4.1

This session, one CDO completed the PDA level 9 course with another is currently in year 2 of . A further CDO has started level 8 this session. One CDO took up an acting senior CDO post in another setting. Two playworkers engaged in Keeping Trauma in Mind training. Three practitioners attended Think Equal training, a programme to achieve the outcomes of inclusion, equality and wellbeing. They introduced this to the team at a recent inservice day and will lead on this next session.

Almost all practitioners have additional roles of responsibility such as for Woodland Adventures, Bookbug, Mini-Master Chef, ECO, Makaton and targeted support groups including social skills, gross motor group, Drawing Club and Bucket time. We work in partnership with local schools, colleges and universities to support work placements and student placements, with staff mentoring and supporting the developing workforce. This includes foundation apprentices from our cluster high school. The head teacher has continued to carry out quality improvement work within and beyond the local authority including Collaborative Improvement Visits in schools and ELC settings and in her role as Associate Assessor.

As we move forward into 2026-27, our leadership priorities will focus on implementing change as we plan for a successful transition to become a 0-5 centre. Leaders will endeavour to create conditions where all stakeholders feel confident to manage change, ensuring effective communication and consultation, so that the wider staff team, children and families are included and well informed, resulting in positive outcomes for *all* children.

We will embed the new shared Quality Improvement Framework for Early Learning and Childcare Sectors for all aspects of quality improvement and continue to involve all practitioners in our improvement journey, through professional learning, working parties and leadership opportunities.

Next steps

Leadership

- To ensure the transition to a 0-5 centre is smooth and takes account of the views of children, families and all staff



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

QIs: Children thrive in high quality spaces- • Children experience high quality spaces (CI) QIs: Children play and learn- • Playing and Learning (CI) • Learning, Teaching and Assessment (ES)		Evaluation: Very Good
<u>NIF Priorities</u> ○ 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	<u>School Priorities</u> ○ Continue to review and develop continuous provision to ensure high quality spaces ○ Continue to review and develop pedagogical approaches to ensure high quality planning, experiences and interactions	
<u>NIF Drivers</u> ○ School and ELC leadership ○ Teacher and practitioner professionalism ○ Parent/carer engagement and family learning ○ Curriculum and assessment ○ School and ELC improvement ○ Performance information	<u>Local Improvement Plan Priorities</u> ○ Social Justice and Wellbeing ○ Pedagogy and Learning	
<i>Progress, Impact and Outcomes</i> Each of our playrooms have social, discovery, creative and outdoor areas. Each practitioner plans for a particular area and planning may be responsive, intentional or from continuous provision. We have improved the planning process by protecting time for teachers to discuss skills and the learning taking place with staff weekly to support high quality learning and observations. We track experiences and outcomes in both intentional and responsive planning to ensure breadth of curriculum. Our planning processes allow practitioners to share their planning with the team while affording flexibility for practitioners to responsively follow the children's interests. Staff now work in areas for longer periods of time to develop areas and follow lines of enquiry. This provides depth and allows children to revisit learning. Planning is recorded in a Big Book, ensuring children's voice is evident. This session we further improved our Big Book planning to include evidence and evaluation of children's learning. Staff include photographs and children's voice is included, with children's comments captured and children mark making in the books. This has increased children's involvement, strengthened practitioners' understanding of the full planning and observation cycle and shows the depth of learning		



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taking place.

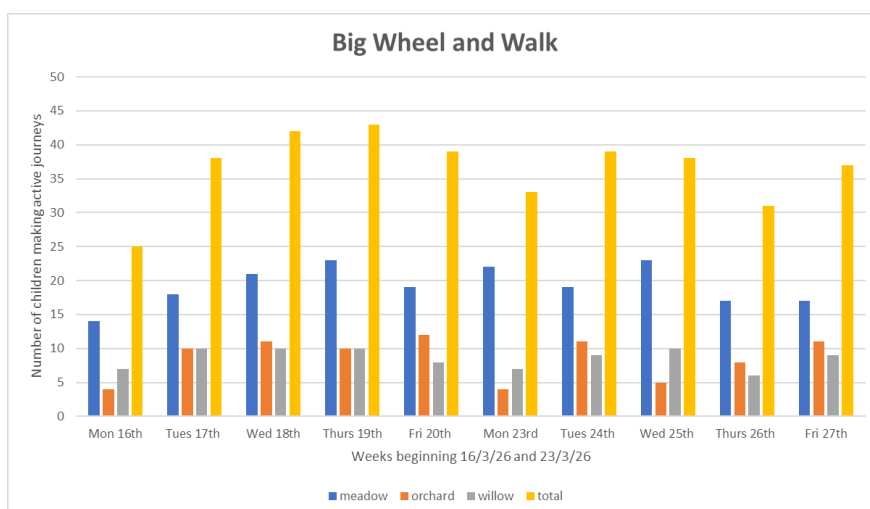
We share our planning and children's play and learning with parents through our monthly newsletter, website and Instagram. There are stay and play sessions throughout the year including for Bookbug, Woodland Adventures and Mini Masterchef. We have an annual Come and Play evening and responses from both children and their families were overwhelmingly positive-

All (100%) responses strongly agreed to the following questions -

- *I enjoyed the opportunity to see the experiences on offer in the nursery*
- *Staff provided helpful information about the experiences*
- *There was a broad range of experiences on offer*
- *My child enjoyed the opportunity to come and play*

Our curriculum is built upon trusting, nurturing relationships. The Rights of the Child are fundamental to our practice and our planning processes develop the interests, knowledge, skills and attributes children need to thrive and achieve. We value partnerships with the local community, including cluster working; this session we worked with St Ninian's High school to organise a competition where children and their families made a model of a bee and the 4 winning entries were chosen to visit St Ninian's beehives.

Learning for Sustainability is embedded in our practice, with outdoor learning, particularly our Woodland Adventures highly valued. All children attend 3 blocks of Woodland Adventures each session. ECO practices are strong, and this year we took part in the Big Wheel and Walk, a national initiative to encourage active journeys to school. Over two weeks we recorded 328 active journeys and had a daily active score of 41.88%.



We effectively monitor, record, evaluate and report on children's progress across the curriculum. We use the authority early years tracking tool to collect data of learner attainment and achievement in Numeracy and Mathematics, Literacy and English and Health and Wellbeing. We use the authority summative reports for children beginning primary school. We use practitioner judgements to inform parents/ carers of their child's Curriculum for Excellence level for numeracy, reading, writing and



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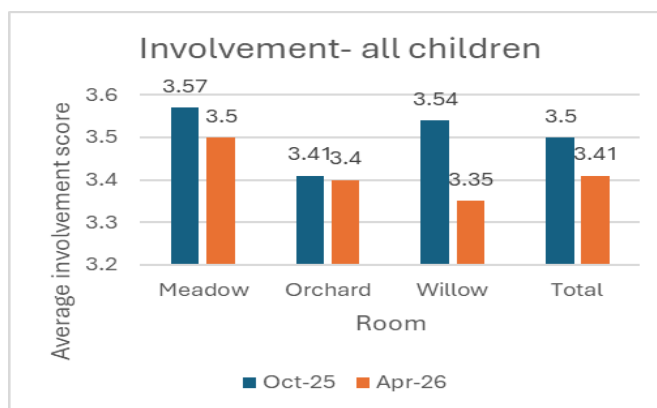
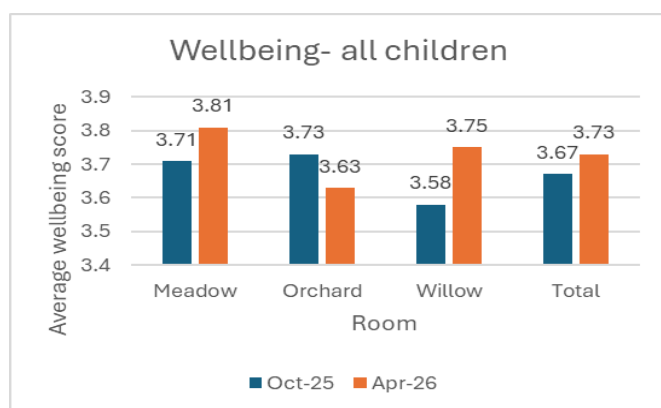


listening and talking.

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.

Children's journals continue to be highly effective for recording observations across all curricular areas and we have developed systems to ensure the workload of this is more manageable and equitable for all practitioners. Observation checklists are used to see range of learning experiences children are engaging in. We intend to further develop this to progress over time in all curricular areas, while continuing to be aware of our pedagogical approaches which value children's interests and choices.

We use the Leuven scale to measure levels of wellbeing and involvement. By spotting which activities or areas of the playrooms cause low involvement, we adjust the environment, resources, or teaching style to better suit the child. When possible, teachers and keyworkers gather data together, allowing for professional dialogue and more immediate support to children with lower levels. We continue to use Care Inspectorate methodology to track individual children through focused observations. Keyworkers observe an identified child in their group, providing qualitative data to ensure the child's needs were being met.



As a result of observations made in October, we put targeted invitations into place. For N5 children with low levels of wellbeing and/ or involvement or where there may be concerns, 4 children have wellbeing plans, 4 children are directed or challenged in their learning, 15 children are in Fun Friends (social skills) groups and 8 are supported through targeted Bookbug. 9 children are being monitored in their wellbeing/ involvement. There are 5 N4 children with low wellbeing and/or involvement; we are monitoring 4 of these children. 2 further children are being monitored, with a wellbeing plan being considered for 1 child. The data indicates a drop in involvement levels from October 2025 to April 2026, however the most recent data includes a few children who had just recently started in April; N5 children have a higher level of involvement than N4 children- 3.52 and 3.28 respectively.

We currently organise our provision into three playrooms, with each room providing slightly different experiences. Staff and children remain together as one of three 'rooms' and rotate to a different



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playroom every 6 weeks to ensure they experience the broad range of experiences on offer. This results in strong relationships with children and families with the staff from their room. As we move forward and become a 0-5 setting, the provision for 3-5 year olds will be across only two playrooms. This means we need to consider how to organise our spaces. We will no longer be able to maintain the three 'rooms' we currently have and so, as we adapt how we organise our groupings, we need to ensure we maintain strong relationships and develop secure attachments with children.

Next steps

Children Thrive and Develop in High Quality Spaces

- To create safe, secure and inspiring spaces, both indoors and outdoors, to meet the needs of all children from 0-5 years

Children Play and Learn

- To ensure staff understanding of child development from 0-5 supports high quality play and learning experiences for all children



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

QIs: Children are supported to achieve-		Evaluation: Very Good
○ Nurturing care and support (CI) ○ Wellbeing, Inclusion and Equality (ES) ○ Children’s Progress and Achievements (ES)		
<u>NIF Priorities</u> ○ 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	<u>School Priorities</u> ○ 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	
<u>NIF Drivers</u> ○ Curriculum and assessment ○ School and ELC improvement ○ Performance information	<u>Local Improvement Plan Priorities</u> ○ Attainment, Achievement and Progress ○ Social Justice and Wellbeing	
<i>Progress, Impact and Outcomes</i> 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. We confidently support individual children through Bucket Time to improve attention, listening skills and engagement with adult-led activities for identified children. <i>All</i> children (100%) taking part in Bucket Time have made progress from the initial assessment to after 12/16 weeks of interventions. The head teacher has been part of the local authority early years English as an Additional Language (EAL) short-life working group. We have developed resources including a Thinglink to support practitioners working with children with EAL. As a result, we have updated our transitions paperwork for children’s personal plans to include a EAL language background form. We worked in partnership with the EYNG to introduce the Up, Up and Away framework, the early years version of the CIRCLE framework which supports inclusive learning. In the August inservice day we had a session led by the authority’s Principal Teacher for Inclusive Practice and Whole Family Support, who launched the programme across the neighbourhood, with staff then using the practice examples to get to know the resources. Glenwood staff followed this up with a session in October delivered by our link educational psychologist where CDOs identified a child		



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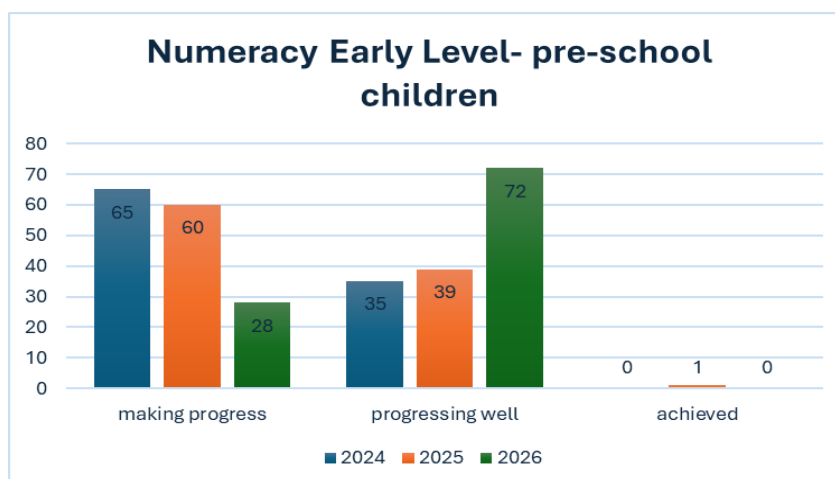
in their group to evaluate using the Identify Stages Tool and Stages Profile and Strategy Map. All staff reported both sessions increased awareness of using Up, Up and Away to support learners. As a result, we have started to introduce this paperwork for children being discussed at Joint Support Team and review meetings and will build on this next session.

We effectively use data to identify children at risk of underachieving or needing challenge using the Fact, Story, Action approach. Through our Learning Journeys, we identified 51 children for support through targeted invitations or support groups throughout the year. We provide targeted support including for social skills, muscle and movement groups and Stages of Early Arithmetical Learning (SEAL). We recently introduced Dough Disco to support fine motor development. We also used data to identify 26 children requiring challenge in their mark making and provided this through the Drawing Club. We continue to develop consistent use of visuals and Makaton signing to support communication including for daily routines, choices and 'now and next' activities. This, along with the targeted interventions and inclusive practices, has had a measurable impact on the universal strategies used, reducing the number of children with wellbeing plans.

The following data is recorded in the Early Years tracking Tool for N5 children going to school in August 2026.

Numeracy-

By May 2026, *almost all* (93%) pre-school children can recognise numerals from zero up to 10, with the *majority* (60%) able to recognise numerals beyond 10. *Almost all* (97%) can recall a forward number sequence from zero to beyond 10, with *most* (82%) being able to recite backwards from 10 or more to zero. The *majority* (55%) can use 1:1 correspondence to count objects up to 20. *Most* (84%) can recall numbers after another number and the *majority* (52%) can recall numbers before. *Less than half* (40%) can count on from a given number and *most* (87%) can work out the missing number on a number line within 10. *Most* (82%) can add two groups together.



Early intervention, professional dialogue and moderation has led to a significant increase in children progressing well in numeracy

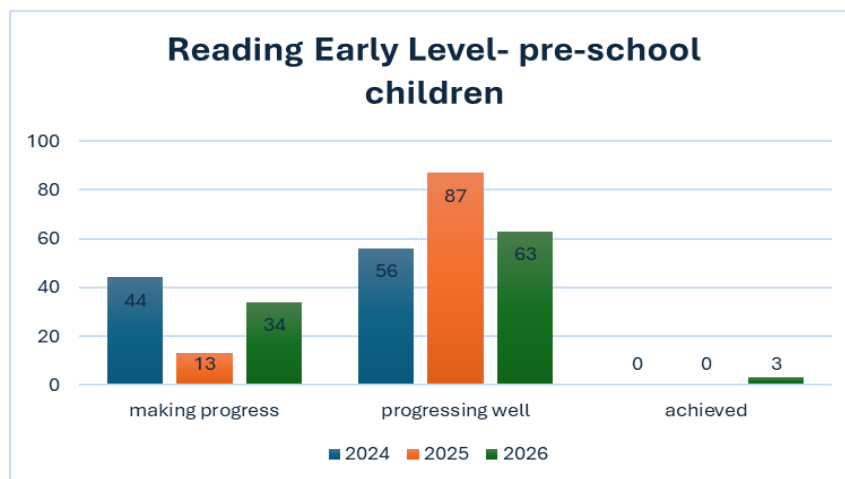


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Reading-

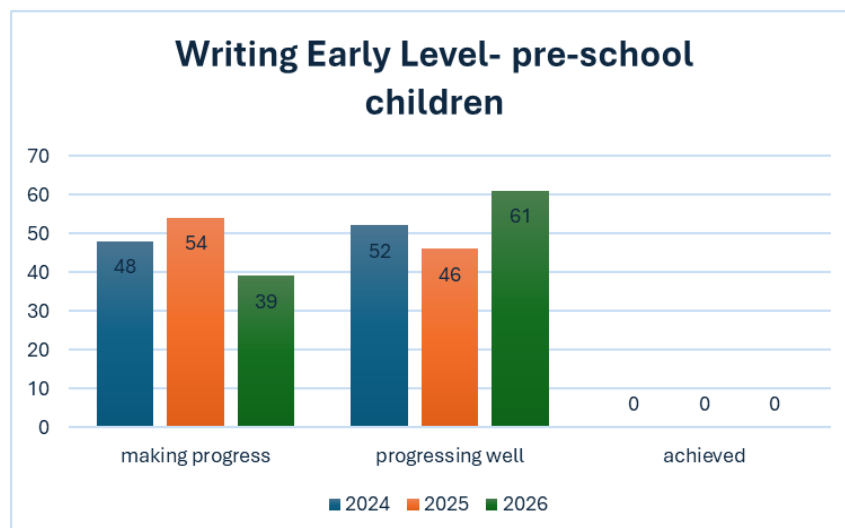
The majority of (74%) pre-school children can differentiate between letters, words and numbers. Most (79%) are able to point to where we start to read a story and the majority (74%) can show the direction in which we read the words. Almost all (91%) can show the front and back of a book, with the less than half (49%) pointing to the title and author. Most (90%) can recognise some letters, with the majority (74%) stating some letter sounds and names. Almost all (96%) can recognise their first name with less than half (48%) able to write their name using a capital letter and lowercase correctly.



The number of children progressing well has dropped but remains higher than 2024; 3% have achieved early level reading

Writing-

The majority (63%) of pre-school children are writing in word-like clusters and all (100%) can experiment with writing their own name. The majority (52%) are writing to convey meaning, with less than half (48%) assigning meaning to their own mark-making/writing.



Increase by 15% of children progressing well in writing

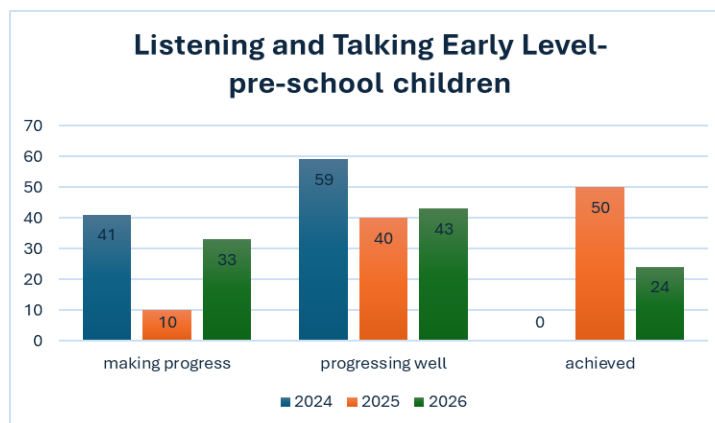


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Talking and Listening-

Most (85%) preschool children can generate rhyme from a given word. Most (82%) are able to identify rhyming words. The *majority* (63%) recognise initial sounds and generate words beginning with the same sound.



The number of children progressing well has dropped but remains higher than 2024; the number at making progress has increased but is less than 2024

We continue to analyse baseline scores from primary 1 assessments of our former children. Last session's data shows a significant increase in raw scores for both numeracy and literacy. This is the result of our increased focus on data analysis and early interventions to support and challenge. In numeracy, there is a gender gap of 2.4 however girls have still performed better than the three previous years. There is no discernible gender gap in literacy results. Ethnic minority children performed higher in numeracy by slightly less than one point and significantly higher in literacy by over 3 points.

Numeracy	Raw scores- all	Raw scores- girls	Raw scores- boys	Raw scores- Ethnic minority
2025-26 P1s	17.9	16.8	19.2	18.7
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
2025-26 P1s	24.6	24.7	24.6	27.9
2024-25 P1's	22.5	24	21.2	22.8



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2023-24 P1's	22.3	23.6	20.6	17.6
2022-23 P1's	22.8	23.6	22	21.9

Moving forward, we will continue to build our capacity to use data, including for our youngest children, to secure progress for all. Wellbeing, inclusion and equality will be at the heart of all we do as we transition to a 0-5 centre. We will demonstrate our strong commitment to inclusion as we engage in Think Equal programme to encourage children to explore their feelings, attitudes and values and create an ethos which celebrates diversity.

Next Steps

Children are supported to achieve

- To continue to build our capacity to use data, including for our youngest children, to secure progress for all
- To engage in the Think Equal programme



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What is our capacity for continuous improvement?

Glenwood Family Centre has a very strong capacity for improvement. Our vision is Learning and Growing Together and as we enter a time of change and become a 0-5 years setting our vision will underpin all we do.

We strengthen our commitment to Get it Right for Every Child. Our strong values are reflected in our practice and we embark on this time of change with a commitment to ensure Respect, Nurture, Inclusion, Excellence and Partnerships are demonstrated as we welcome new families, younger children and an increasing staff team into Glenwood.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
Leadership	Very good	
Children thrive and develop in quality spaces	Very good	
Children play and learn	Very good	
Children are supported to achieve	Very good	

School Improvement Priorities 2026-27

ELC Quality Indicators-

Leadership

Children Thrive and Develop in High Quality Spaces

Children Play and Learn

Children are supported to achieve

- **To successfully transition to a 0-5 centre which provides high quality play and learning experiences to secure progress for all children**

ELC Quality Indicators-

Leadership

Children are supported to achieve

- **To develop positive relationships and wellbeing, support inclusion and celebrate diversity**