



Glenwood Family Centre

Improvement Plan

2026 – 2027

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.

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.

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 2026-29

	<u>Year 1 2026-27</u>	<u>Year 2 2027-28</u>	<u>Year 3 2028-29</u>
<u>Leadership</u>	Transition to a 0-5 centre	Vision, Values and Aims	Continuous improvement
<u>Children thrive and develop in quality spaces</u>	Continue to develop spaces	Children influence and affect change	Inclusive environments
<u>Children play and learn</u>	Child development and 0-5 pedagogy	Curriculum improvement Cycle; Curriculum rationale	Planning and assessment, tracking and monitoring
<u>Children are supported to achieve</u>	Secure progress for all; Think Equal programme	Connections with families; Positive relationships and wellbeing	Children's progress

School Improvement Priorities 2026-27

- To successfully transition to a 0-5 centre which provides high quality play and learning experiences to secure progress for all children
- To develop positive relationships and wellbeing, support inclusion and celebrate diversity

Strategic Priority:		➤ To successfully transition to a 0-5 centre which provides high quality play and learning experiences to secure progress for all children	
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		QIs: (QIF for ELC)	
NIF Driver: - School and ELC leadership - Teacher and practitioner professionalism - Parent/ carer engagement and family learning - School and ELC improvement - Performance information		Leadership- Leadership and management of staff and resources Staff skills and knowledge Leadership of continuous improvement	
Local Improvement Plan: - Empowerment and Leadership - Pedagogy and Learning - Attainment, Achievement and Progress		Children thrive and develop in quality spaces- Children experience high quality spaces	
		Children play and learn- Playing, learning and developing Curriculum Learning, teaching and assessment	
		Children are supported to achieve- Nurturing care and support Wellbeing, inclusion and equity Children's progress	
Outcome (short term)	Measures of success / Monitoring and evaluating progress	Improvement Activities	Impact (longer term)
<i>What will improve?/ what change will happen?</i> <i>What? For whom? By how much? By when?</i>	<i>The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?</i>	<i>Key action/activities that will effect change.</i> <i>Who will do it and what resource is required?</i>	<i>The rationale for change.</i> <i>Why it matters?</i> <i>A change in professional knowledge/confidence, practice and/or learners' experiences/outcomes</i>
As we move to a 0-5 centre with free flow environment for 3-5 year olds, all room staff develop high quality areas which reflect national policy by October 2026 for 3-5 rooms and December 2026 for 0-3 rooms	Room layout and outdoor spaces show practitioner knowledge of how to develop spaces to support learning in line with National policy and evaluated through practitioner self-evaluation and room monitoring by SLT	- Practitioners plan and develop indoor and outdoor learning environments which include areas for social development, creativity and discovery and support and challenge learning in literacy, numeracy and mathematical thinking, and other curricular areas, in a meaningful way - Staff team to consider national practice	To create safe, secure and inspiring spaces, both indoors and outdoors, to meet the needs of all children from 0-5 years Increased staff awareness of

		documents including Realising the Ambition’ and ‘Space to Grow and Thrive’ when planning environments - Teachers and SLT support the development of rooms to ensure care needs are met and areas support high quality core provision and skills progression - Room staff work together to evaluate the provision and SLT monitor using QIF to identify strengths and any areas for further improvement - Resources and storage to be considered/ reorganised as required including storage for 0-3 resources currently in Glen and following adaptations to the Glenwood building	quality core provision The changing provision supports children’s learning and development
By June 2027, almost all 3-5 CDOs and teachers report their knowledge of early years pedagogy has increased (from audit of pre and post CLPL input and through Quality Conversations)	CLPL evaluations show an increase in practitioners’ knowledge and confidence in - Child development - Pedagogy and play - Observation, interpretation and documentation - Facilitation - Responsive and intentional planning - Transitions Quality assurance through self-evaluation and monitoring Quality Conversations and PRDs reflect increased knowledge and confidence	- SLT, CDOs and teaching staff take part in 6 part Professional Learning Activity (PLA) Pondering Pedagogy, delivered by Education Scotland - CDOs/ teaching staff and SLT engage in quality assurance activity evaluating and monitoring impact of the Pondering Pedagogy programme on- - Child development - Pedagogy and play - Observation, interpretation and documentation - Facilitation - Responsive and intentional planning - Transitions - Professional learning visits for SLT and identified room staff (to other centres to observe practice including other large free flow environments for 3-5s Looking outwards)	To ensure staff understanding of 0-5 pedagogical practice supports high quality play and learning experiences for all children

	Looking outwards focused questions and evaluations	- All staff to engage in authority CLPL to increase awareness of Curriculum Improvement Cycle (additional in-service day) - Excellence working party to continue building 3-5 skills development framework and develop prompts for core provision - Teaching staff will engage in ERC Learning, Teaching and Curriculum Collaboratives and share changes to teaching approaches and impact on learning with practitioners	
By September 2026, <i>most returning 3-5 children are actively consulted to shape their new learning environments to some extent</i> through consultation using non-verbal, creative and verbal consultation tools By January 2027, <i>most two year old children who transition to Glenwood are actively consulted to shape their new learning environments to some extent</i> through consultation using non-verbal, creative and verbal consultation tools	Big Books, children's comments and voting systems show children's involvement in the layout of the 3-5 playrooms identifying what they currently like and what they like after change to free flow rooms (June 2026 and August/ September 2026) "Before and after" photos of spaces alongside recorded children's voices/feedback on the new layouts for 2-3 room and 3-5 rooms	Practitioners use Big Books and mosaic-approach consultations (drawings, photos, child-led tours) to consult children to decide on layout and resources, gathering views of preferences pre- and post- change	Children's views are valued and acted upon in line with UNCRC Children have a strong sense of ownership over their environment
By October 2026 and reviewed termly, <i>most 3-5 children</i> feel safe and are engaged in their new learning environments, evident in levels of <i>wellbeing and</i>	Termly Ferre Laevers observations measuring levels of wellbeing and involvement for returning children following changes to the learning environment and for new children	- Teachers/ SLT and keyworkers observe levels of wellbeing and involvement as a result of the well-planned spaces - The environment is adapted by room staff when required to suit the needs of the children where	Children feel comfortable in their surroundings and enjoy purposeful learning experiences which meet their needs and interests

involvement of 3 or above using Leuven scales By end January 2027, most 0-3 children transitioning across or into Glenwood are settled and secure in their new learning environments shown through levels of wellbeing and involvement of 3 or above using Leuven scales	following their transition into Glenwood and ongoing throughout year Care Inspectorate style focused observations Personal Plans reflect personalised support for transition from Glen to Glenwood	there are low levels of involvement - Interventions are put in place where required to support children with low levels of wellbeing and involvement - Keyworkers carry out a Focused Observation (Care Inspectorate format) for an identified child in their group and use for in-service discussion (February) on how the environment supports their learning - Keyworkers and parents to agree personalised supports for learners as required to meet the individual needs of children transitioning from Glen	and provide challenge
All children make progress in literacy, numeracy and HWB over the year, tracked in termly learning journeys and EYTT by May 2027	Ongoing tracking of progress using Early Years Tracking Tool Termly group Learning Journeys (tracking meetings) documenting Fact, Story, Action; Progress of centre summarised termly in Our Learning Journey SLT termly audit of learning journals (hard copies for 3-5 and Seesaw for 0-3) Pre and post interventions assessments for targeted children including Up, Up and Away	Continue to build capacity of practitioners to secure children's progress through- - SLT/ keyworker termly dialogue of 'Learning Journeys' taking a Fact, Story, Action approach - Targeted invitations for 3-5 year olds including Bucket Time, Social Skills groups, Gross motor skills groups, Dough Disco and targeted Bookbug for children identified as at risk of low achievement in literacy, numeracy and HWB led by identified staff - Challenge for more capable N5 learners including Drawing Club and through engaging experiences led by identified staff - Up, Up and Away strategies for targeted next steps where required agreed by keyworker and teaching staff/SLT	Children make progress in communication, early literacy, numeracy and health and wellbeing with appropriate support or challenge to meet their needs To continue to build practitioner capacity to use data, including for our youngest children, to secure progress for all

Strategic Priority:	➤ To develop positive relationships and wellbeing, support inclusion and celebrate diversity		
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	QIs: (QIF for ELC) Leadership- Staff skills and knowledge Leadership of continuous improvement		
	Children play and learn- Playing, learning and developing Curriculum Children are supported to achieve- Nurturing care and support Wellbeing, inclusion and equity		
NIF Driver: - School and ELC leadership - Teacher and practitioner professionalism - Parent/ carer engagement and family learning			
Local Improvement Plan: - Empowerment and Leadership - Social Justice and Wellbeing			
Outcome (short term)	Measures of success / Monitoring and evaluating progress	Improvement Activities	Impact (longer term)
<i>What will improve?/ what change will happen?</i> <i>What? For whom? By how much? By when?</i>	<i>The data that allows you to determine whether or not the change has taken place - What data? How often will data be gathered and by whom? Is a baseline required? Who will collate/analyse the evidence?</i>	<i>Key action/activities that will effect change. Who will do it and what resource is required?</i>	<i>The rationale for change. Why it matters? A change in professional knowledge/confidence, practice and/or learners' experiences/outcomes</i>
By May 2027, staff questionnaires show <i>all staff agree/ strongly agree they feel feeling valued and included</i> during the transition to a 0-5 centre By March 2027, <i>all CDOs and teaching staff can articulate in</i>	Staff swap evaluations Quality Conversations and Pastoral meetings throughout year including pre and post transition Evaluations of in-service activities Staff questionnaires post transition	- Establish a "staff swap" programme between Glen and Glenwood where staff regularly work with children and colleagues across different settings - SLT to have pastoral meetings with Glen and Glenwood staff prior to and after transition - Quality Conversations and PRDs for all staff (September/ March) - Shared in-service programme for August and	To ensure the transition to a 0-5 centre is smooth and takes account of the views of all staff resulting in positive staff wellbeing

their Quality Conversations/ PRD how they contribute to our strategic priorities by having a defined leadership role and/or through working party involvement		October to bring teams together- Tree of Knowledge (August), Readiness for change- Psychological services (October) - Staff involvement in working parties and/or lead roles/remits to lead on - Partnerships (parental engagement and involvement) - Respect (Think Equal) - Excellence (high quality experiences) - Inclusion (supporting learners' needs) - Nurture (building positive relationships)	
By May 2027, almost all families agree/ strongly agree their child is well supported if they moved to a new setting or moved to a new room or group within the last year during the change to a 0-5 centre	Programme of family events; attendance logs from transition events and parental involvement activities; family feedback/ evaluations Post-transition questionnaires You Said, We Did display	- Ongoing action plan between Glen and Glenwood and supported by QIO team - Partnership working party to plan programme of events for parental involvement within Glenwood- Stay and Play evening, Bookbug sessions, Woods visits and Mini-master chef sessions with Glen staff/ children and families included where appropriate - Glen staff, children and families to informally visit Glenwood - New families invited to induction and transition sessions - Introduce online booking system for parental involvement sessions - SLT to develop a "You Said, We Did" communication display for ongoing changes in response to parental feedback - Nurture working party to create and share a "Virtual tour" and digital introduction videos for families - SLT to refresh website with updated staff photos	To ensure the transition to a 0-5 centre is smooth and takes account of the views of children and families resulting in positive relationships and children's wellbeing

		and photos of the environment	
Most 3-5 staff report their knowledge and confidence in inclusive pedagogy has improved by May 2027. By May 2027, all children in Think Equal focus group will show greater awareness of inclusion, equality and of wellbeing demonstrated in pre and post Think Equal data	Programme of delivery planned by three trained Think Equal leads Room planning and parental communication illustrates and shares the programme ongoing throughout the year Pre and post programme evaluations for focus group as Test of Change Diversity and inclusion calendar of festivals/ celebrations and events Evaluation of GIRFEC home learning bags	• Lead Think Equal practitioners to support team to use the resources and deliver the programme to 3-5s • Room staff to introduce and embed the Think Equal programme in 3-5 rooms • Think Equal leads to identify a 'focus group' of children as test of change to measure impact pre and post Think Equal programme • Leads and teachers to link Think Equal learning to children's rights within planning • Share learning with parents through planning, newsletters and in learning journals • Respect working party to create diversity and inclusion calendar and lead on celebrating diversity and inclusion through celebrating festivals, themed events, displays and learning experiences • Respect working party to review and refresh resources to ensure they reflect the diverse needs of our children • Inclusion working party to create "GIRFEC Home Bags" to share SHANARRI principles through stories and activities with families	There is improved practitioner awareness of equality, inclusion and emotional wellbeing Children develop a strong sense of belonging, empathy, and respect for diversity