

# Early Learning and Childcare

## SIP & SER Training

2024/2025

Wellbeing  
and  
Learning

Achievement  
and  
Progress

Networked  
Learning  
Organisation

Connected  
Learning

Engagement,  
Participation  
and Inclusion



# Purpose

- To streamline the self-evaluation planning and recording process
- To provide robust information that evidences the journey of improvement
- To ensure each setting provides a coherent annual plan of how they go about improving outcomes for children and families
- To support Education Scotland and Care Inspectorate Inspections



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OUR CITY  
OUR LEARNING  
OUR FUTURE

ALL LEARNERS  
ALL ACHIEVING

GLASGOW EDUCATION SERVICES 2022-2027



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# All Learners All Achieving



## OUR PURPOSE

Sustainable development goal 4:

Ensure inclusive and quality education for all and promote lifelong learning.



## CHALLENGES

We have identified **five grand challenges** that offer the most promise in achieving our vision of **A world class learning city founded on nurture principles**, ensuring every learner is able to embrace their potential.



## OUR VISION

A world class learning city founded on nurture principles.



## OUR VALUES

COMPASSION, AMBITION, TRUST, EQUITY

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Achievement and Progress

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Engagement, Participation and Inclusion

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# All Learners All Achieving



## CHALLENGES

We have identified **five grand challenges** that offer the most promise in achieving our vision of **A world class learning city founded on nurture principles**, ensuring every learner is able to embrace their potential.

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# School Improvement Plan

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## School Improvement Planning Template

|   |   |                        |
|---|---|------------------------|
| <b>School / Nursery</b>   |   |                        |
| <b>Learning Community</b>   |   |                        |
| <b>Area ELC Manager / MLO</b>   |   |                        |
| <b>Head of ELC</b>  |   | <b>Heather Douglas</b> |
| <b>School / Nursery Roll</b>  |   |                        |
| <b>Attendance Rate</b>  |   |                        |
| <small>Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid &amp; other forms of poverty not listed<br/>         OTHER – Pupils not in SIMD 1 &amp; 2, not in receipt of school meals but affected by factors detailed above.</small> |   |                        |
| <b>PEF allocation 24-25: NOT FOR ELC</b>  | <b>SIMD Quintile 1 (% and Number) NOT FOR ELC</b> |                        |
| <b>Carry Forward: NOT FOR ELC</b>   | <b>SIMD Quintile 5 (% and Number) NOT FOR ELC</b> |                        |
| <b>Total Allocation 24-25: NOT FOR ELC</b>  | <b>Other NOT FOR ELC</b>                          |                        |
| <b>FME (number and %) NOT FOR ELC</b>   | <b>Total No Pupils NOT FOR ELC</b>                |                        |
| <b>Grand Challenges 2023-26</b> <i>(Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy)</i>  |   |                        |

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# Improvement Planning

Effective planning consists of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners and should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing
- priorities clearly linked to NIF drivers and HGIOELC quality indicators (QIs)
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams
- clear deadlines which ensure priorities are achieved within intended timescales
- clear planning for how to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty- related attainment gap
- measures of success which include performance data, quality indicators and stakeholders' views



*Adapted from Education Scotland*

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From ALAA

Outcome to address challenge

Challenge: (copy/paste aligned challenge)

Mission :

Commitments(sprint)

Expected Outcomes

Measures of Impact

Lead Responsibility

Target Date

Costs

Core NOT FOR ELC

PEF NOT FOR ELC

Actions to address gap

Outcome for the sprint

Evidence

December Check Point: Evaluative Comments

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*An outcome is a statement that sets out the change you want to see happen. It describes what 'better' will look like.*

## What does an **outcome** look like?

- Consistent features: **Who, what & how**
- Specific
- Achievable
- Measurable

....this all helps to **build shared understanding** and produce **actionable** information.

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# What does an outcome look like ?

**Who What How** –

**Partnership working** will be **enhanced** to **support establishments** in the **improved meeting of learners' needs** and the **development of family learning.**

## EVIDENCE

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# What does an outcome look like ?

## Who What How

**Increased engagement with all families by effective use of Seesaw (digital platform)**

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# What is in an outcome?

Who?

**Practitioners**

Learners

Parents

Motivation

**Knowledge**

**Awareness**

Understanding

Attitudes

Thinking

Perceptions

Opinions

Aspirations

Skills

Focus

**Increased**

Decreased

More/less

Raised

Lowered

Improved

Enhanced

Higher quality

More effective

What?

**Practice**

Actions

Behaviour

Policies

Content

Processes

Provision

Decision-

making

Partnerships

How?

Increased

Decreased

More/less

Raised

Lowered

Improved

Enhanced

Higher quality

**More effective**

What?

How?

## Putting together a strong building block

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# What are Measures?

*Measures are the data/evidence that will allow you to determine whether or not the change has taken place.*

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# What role does data play?



*Data is not the destination; it is part of the journey.*

Use data throughout the process to ensure a reflective, rigorous and diagnostic approach to closing the poverty related attainment gap.



Analyse data to identify and understand gaps.



Use data to inform planning for improvement, set benchmark and targets.



Data supports ongoing tracking and monitoring of approaches or interventions.



Ongoing tracking of data informs adjustments.



Data is used to evaluate impact from a benchmark and to inform next steps.

For Scotland's learners, with Scotland's educators  
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

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# Three main kinds of evidence

- Direct observation – what you and others can see, hear, smell, taste, feel
- Peoples' views - what people say or write
- Quantitative – what can be quantified, counted, measured

“the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements and success and areas that still need action.”



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All stakeholders are involved in collecting a wide range of quantitative data. Examples include Glasgow Counts and LfA framework, Leuven Scales, Quantitative data from questionnaires. Effective self evaluation requires staff to use this data to inform decision making such as interventions.



All stakeholders should have regular opportunities to share their views. Examples of this are: surveys, staff meetings, ongoing professional dialogue, family questionnaires and learning conversations with families and children.

Direct observations include all observations of children's learning, observations/audits of environment, recording of interactions, time samples, POLLI, conversational styles, 6 stages of language and communication development. All stakeholders including parents, practitioners and partners can be involved and then give feedback that supports self evaluation.

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## Challenge: Wellbeing and Learning

**Mission 1:** Further develop practitioners understanding of using the GIRFEC approach to promote children's wellbeing and learning that meets their individual needs.

| Commitments (sprints)  | Expected Outcomes  | Measures of Impact   | Lead Responsibility | Target Date |
|--|--|--|---------------------|-------------|
| All staff take part in awareness raising sessions on the National Practice Model to identify children's wellbeing needs. | All staff can observe and plan bespoke support using the wellbeing indicators to meet the individual needs of all learners. All learners receive bespoke support and interventions to help them reach their potential. | Tracking conversations with practitioners, Observations, Review of WAPS, Personal Plan, Professional Dialogue depicts language of GIRFEC | Management Team     | Aug 24      |
|  |  |  |                     |             |

### December Checkpoint

**Evaluative Comment** (*HGIOELC measuring impact and progress*)

**As this is a 3 year plan you should have regular bi annual check ins to record progress and the impact. Rigorous and robust evidence is required to write evaluative statements.**

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# Self Evaluation Report - SER

The SER is aligned with the key quality indicators from How Good is Our Early Learning and Childcare (HGIOELC).

The SER should be updated regularly throughout the year to reflect evaluation of your progress with your SIP and linked to your quality assurance calendar.

Indicators around leadership and management such as 1.3 are the *drivers of improvement*.

Learning provision indicators, for example 2.3 are the *levers for improvement*.

Successes and achievements indicators such as 3.2, 3.3 are the *resulting output/outcomes*.

| What is our capacity for improvement?   |  |  |
|---|--|--|
| Leadership and management   | Learning provision   | Successes and achievements   |
| How good is our leadership and approach to improvement?   | How good is the quality of the care and learning we offer?   | How good are we at ensuring the best possible outcomes for all our children?   |
| 1.1 Self-evaluation for self-improvement<br>1.2 Leadership of learning<br>1.3 Leadership of change<br>1.4 Leadership and management of practitioners<br>1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Securing children's progress<br>3.3 Developing creativity and skills for life and learning |

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# Self Evaluation Report (SER)



**Self Evaluation Report 2024-25  
Guidance Note**

Glasgow City Council  
Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)  
0141 287 2000

## Guidance Notes for completion of 24-25 Self Evaluation Report

### Introduction

In order to drive forward continuous improvement and ensure all learners are indeed achieving, our schools must be clear on what needs to be improved. In order to do this school leaders and practitioners require a clear framework that supports and informs decisions.

The 'How Good is Our' documents provide a toolkit for use at school level. The robust cycle of improvement illustrates the key features of effective evidence based evaluation. All establishments should use the tools available to identify areas for further growth and improvement aligned to the core Quality Indicators (HQIS 4). All staff within Educational Services must be supporting in embracing the principles and practices of self-evaluation as a means of assuring and improving quality in education.



The 2023 launch of Glasgow's refreshed Learning & Teaching Framework, Glasgow's Pedagogy, offers a coherent evidence-based approach to improving the quality of Learning & teaching across the city and provides support with self-evaluation activity through a range of toolkits enabling practitioners in the identification actions to further improve attainment and achievement.



The scientific implementation approach and spirit model adopted for our School Improvement Planning approach is an evidence based and strongly aligned to the Glasgow Pedagogy Framework. This is supporting school monitoring and evaluation of the progress and impact of plans throughout the implementation period of the plan. To ensure continued approaches to monitoring and tracking of plans, the Self Evaluation Report replaces the Education Perspective Report (EPR) from August 2024.

This report articulates with the principles and guidance outlined in relation to School Improvement Planning, the ambition described in All Learner All Achieving and the priorities of the National Improvement Framework.

The current draft template for School Improvement (SISIP) offers a template and principles for managing and meaningful evidence informed approaches to planning and professional learning.

The key features of effective planning must be evidenced in all GCC plans.

- Shared understanding of local context
- Effective, collaborative self-evaluation
- Clearly articulated expected outcomes for learners and identified measures... a manageable, measurable plan

All improvement plans must have clearly articulated outcome statements that sets out the change we want to see happen. It describes what 'better' will look like.

Measures are the data/evidence that will allow you to determine whether or not the change has taken place. Using these core elements of the plan, schools will be able to write clear evaluative statements aligned to the themes of the four core Quality Improvement indicators described in How Good is Our School 4 (HQIS 4) and How Good is Our Early Learning and Children (HGOELC).

| What is our capability for improvement?        |   |                                       |
|--|---|---------------------------------------|
| Leadership and management                      | Learning provision                      | Successes and achievements            |
| 1.1 How good is our leadership and management? | 1.1 How good is our learning provision? | 1.1 How good are our achievements?    |
| 1.2 Leadership of learning                     | 1.2 Curriculum                          | 1.2 Learning achievement              |
| 1.3 Leadership of change                       | 1.3 Learning, teaching and assessment   | 1.3 Learning, teaching and assessment |
| 1.4 Leadership and management of staff         | 1.4 Professional support                | 1.4 Learning, teaching and assessment |
| 1.5 Management of resources to promote success | 1.5 Resources                           | 1.5 Resources                         |
|  | 1.6 Professionalism                     | 1.6 Professionalism                   |

Self-evaluation approaches in our schools must be consistently good and lead to the achievement and maintenance of high standards, improvement in performance, targeted action on aspects of practice and pedagogy needing to be improved and leads to continuously improving outcomes for all learners.

A self-improving system is realised through well considered, honest and on-going self-evaluation activity against core Quality Improvement indicators.

Key to self-improvement is regular and rigorous evidence-based evaluation and professional discussion in dialogue.

- How are we doing against the proposed outcomes in the Improvement Plan?
- How do we know?
- What are we going to do now to **improve** the identified outcomes?

School self-evaluation activity must be aligned with the school improvement plan and should be detailed in an agreed School Quality Improvement Calendar.

The self-evaluation activity outlined in the Calendar should support the on-going gathering of evidence of impact on learners.

The establishment Assessment Framework is the cornerstone of the monitoring & tracking process. All school leaders, practitioners and link officers must be satisfied that both are robust and providing valid and reliable data which is used to inform improvement actions.

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# SELF EVALUATION REPORT (PREVIOUSLY EPR)

|                           |   |
|---------------------------|---|
| <b>Establishment name</b> |   |
| <b>Learning Community</b> |   |
| <b>Link Officer</b>       | PT3 LEL – Elaine Quinn NE - Audrey Hutchinson NW – Anglea McConalogue S |
| <b>Head of Service</b>    |   |



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# Education Scotland

## The six-point scale is a tool for grading the quality indicators

### Terms we use in the inspection process

The following table explains the words inspectors use when making judgements.

|                |       |   |
|----------------|-------|---|
| excellent      | means | outstanding, sector-leading                         |
| very good      | means | major strengths                                     |
| good           | means | important strengths with some areas for improvement |
| satisfactory   | means | strengths just outweigh weaknesses                  |
| weak           | means | important weaknesses                                |
| unsatisfactory | means | major weaknesses                                    |

The following words are used to describe numbers and proportions:

|                |       |            |
|----------------|-------|------------|
| almost all     | means | over 90%   |
| most           | means | 75% to 90% |
| majority       | means | 50% to 74% |
| less than half | means | 15% to 49% |
| few            | means | up to 15%  |

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## EVALUATIVE STATEMENTS

### Quality Indicator 1.3 Leadership of change

| How well are you doing?<br>Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)   | How do you know?<br>Describe the evidence you have gathered which details impact on pedagogy and learners   | What are you going to do now?<br>What are your next steps/ priorities in this area?  |
|--|---|--|
| <p>Almost all practitioners regularly reinforce the What Matters to Me approach with children and families.</p> <p>All leaders practice our nursery values in their daily interactions with others, leading by example.</p> <p>Most practitioners are clear about our strengths and areas for development across the nursery.</p> <p>All practitioners are aware of our current improvement plan in relation to supporting learning, teaching and assessment including targeted support.</p> | <p>These are shared and are visible in displays and observations of practice.</p> <p>Observations, professional dialogue, use of restorative approaches. Leadership of change survey.</p> <p>SIP check points.</p> <p>Regular evaluations of children's progress through tracking. CSE visits, Care Inspectorate inspections.</p> | <p>New vision, values and aims to be shared with stakeholders.</p> <p>Actions arising from Leadership of Change survey for example supporting children's behaviours, individual care plans to support children's specific needs.</p> <p>Whole staff team self-evaluation activity: What People Say - INSET 5. To inform and support shared clarity over strengths and areas for development.</p> |

Using the descriptors from HGIOELC, how do you evaluate your progress within this Quality Indicator? (Please Highlight)

Unsatisfactory

Weak

Satisfactory

Good

**Very Good**

Excellent

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**EVALUATIVE STATEMENTS**  
**Quality Indicator 2.3 Learning, teaching & assessment**

| How well are you doing?<br>Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)   | How do you know?<br>Describe the evidence you have gathered which details impact on pedagogy and learners.   | What are you going to do now?<br>What are your next steps/ priorities in this area?  |
|--|--|--|
| <p>Most children are actively involved in learning through a balance of adult-led and child-led experiences indoors and outdoors.</p> <p>The majority of children are making good progress in developing language and literacy skills.</p> <p>A few children are participating in 3 targeted interventions specifically designed to consistently motivate and engage them every day.</p> | <p>Staff were trained on effective observations during in service day 2 in August 2024. SMT monitored the observations and provided feedback. Additional sessions were arranged. Peer mentoring was highly effective between practitioners. (Linked to SIP priority 1)</p> <p>We identified the need to co-create safe spaces with children to talk, sing, rhyme and play with sounds, vocabulary, and print. Audits were effectively used to gather children, parents, and staff views.</p> <p>Evidence was analysed and identified an increased number of children (74% from the baseline 55%) now participating in singing, rhyme and reading sessions daily. (SIP priority 1)</p> <p>Almost all practitioners attend Ed Psych and SALT training for Language and Communication Friendly Environment at in-service day and questionnaires evidence an 80% increase in knowledge and understanding.</p> <p>PATHS champion continuing to deliver weekly sessions and evaluate children's progress using PATHS evaluation template. All WAPs have been reviewed with parents and adapted this term. (SIP priority 1)</p> | <p>Continue to monitor planning to ensure there is a balance of responsive and intentional within each area. (December checkpoint)</p> <p>Provide a wider variety of open-ended and structured materials to support and challenge further learning in literacy, in a more accessible way for all children.</p> <p>Environment requires adaptation in 3-5 space as a priority to meet the needs of a few children who are not meeting their developmental milestones. (December checkpoint)</p> <p>Ensure all practitioners understand and implement strategies: 1-3 in LCFE (May checkpoint)</p> |

Using the descriptors from HGIOELC, how do you evaluate your progress within this Quality Indicator? (Please Highlight)

**Unsatisfactory**
**Weak**
**Satisfactory**
**Good**
**Very Good**
**Excellent**

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EVALUATIVE STATEMENTS

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

| How well are you doing?<br>Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)   | How do you know?<br>Describe the evidence you have gathered which details impact on pedagogy and learners.   | What are you going to do now?<br>What are your next steps/ priorities in this area?   |
|--|--|---|
| <p>Almost all children have a shared understanding of their rights and the rights of others, helping them to become 'global citizens' and have contributed to the development of our nursery charter.</p> <p>Most children access high quality outdoor play and learning during every session.</p> | <p>Staff listen to children. Children always show respect for each other and for adults. This is included in our revised Vision, Values and Aims. Key rights are explained to children through discussions and looking at and talking about pictures from UNICEF. We use the language of rights daily and encourage children to make choices and decisions about their learning.</p> <p>Introduced a 'Rights Respecting' soft toy that represents each group, named after an endangered species (elephants, seals, wolves, lions, tigers). Parents are beginning to add pictures to our online Learning Journal when children bring the toy home as part of our home learning programme. 91% of parents have commented in journals. (SIP Priority 2)</p> <p>Staff record the children playing outdoors on a weekly register. This is monitored daily to highlight any children not playing outdoors. The records are averaging 76%.</p> <p>Children are consulted on the spaces and experiences and staff plan accordingly to ensure all requests are heard and actioned where possible.</p> <p>The Leuven Scale has been introduced by SMT and 3 staff are using the 5-point scale effectively to measure a child's emotional well-being and involvement. (3 children in different groups as part of a small-scale Test of Change) (SIP Priority 2)</p> | <p>Choose a Rights Champion for each key group to participate in a focus group. (September 2024)</p> <p>Talk to families about rights and ask parents to sign a Parents' Charter when their child starts nursery. (August '24-Feb '25)</p> <p>Demonstrate how we value each child's identity and family using maps and children's voice in our wall display. (Sep '24)</p> <p>Analyse the data for the 10% of children who choose not to play outdoors. Observe their interests and adapt planning and spaces to provide suitably inviting experiences. SMT to continue to monitor.</p> <p>Continue to develop staff understanding and extend utilisation of the Leuven scale to give a standardised way to support observations and share them with parents. This will be based on findings from Test of Change. (December checkpoint)</p> |

Using the descriptors from HGIOELC, how do you evaluate your progress within this Quality Indicator? (Please Highlight)

Unsatisfactory     
 Weak     
 Satisfactory     
 Good     
 Very Good     
 Excellent

| How well are you doing?<br>What's working well for your learners?   | How do you know?<br>What evidence do you have of positive impact on learners? | What are you going to do now?<br>What are your improvement priorities in this area? | How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale? |
|---|---|---|--|
| <b>QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change) |   |   |  |
| Click here to insert text   | Click here to insert text   | Click here to insert text   | Choose an item.  |
| <b>QI 2.3 Learning, teaching and assessment</b> (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)  |   |   |  |
| Click here to insert text   | Click here to insert text   | Click here to insert text   | Choose an item.  |
| <b>QI 3.1 Ensuring wellbeing, equality and inclusion</b> (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)  |   |   |  |
| Click here to insert text   | Click here to insert text   | Click here to insert text   | Choose an item.  |
| <b>QI 3.2 Raising attainment and achievement</b> (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)                               |   |   |  |
| Click here to enter text.   | Click here to enter text.   | Click here to enter text.   | Choose an item.  |
| <b>QI 2.2 Curriculum: theme 2 Learning pathways</b>   |   |   |  |
| Click here to insert text   | Click here to insert text   | Click here to insert text   | Choose an item.  |
| <b>QI 2.7 Partnerships: theme 3 Impact on children and families (parental engagement only)</b>  |   |   |  |
| Click here to insert text   | Click here to insert text   | Click here to insert text   | Choose an item.  |

# Further Support

- Drop In Sessions at ELC Training Base (Duntarvie)
  - Wednesday 4<sup>th</sup> Sept – 9:30-12pm
  - Friday 6<sup>th</sup> Sept. – 9:30-12pm
- TEAMS Twilight – Monday 9<sup>th</sup> Sept. 4:30-5:30pm

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# Summary of Inspections

- Tracking and Monitoring – All curricular areas
- Progress over time – Tracking conversations
- Attainment
- Child Protection – chronologies

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