

Self-Evaluation Report Guidance Note for ELC (30 November 2026)

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Guidance Notes for Completion of Service Self-Evaluation Report (SER)

To drive forward continuous improvement and ensure all learners are indeed achieving, our services must be clear on what needs to be improved. To support service leaders to engage in evidence-based improvement planning, a clear framework that supports and informs their decision making is required.

The **'Quality Improvement Framework – ELC'** provides a toolkit for use at service level. The virtuous cycle of improvement illustrates the key features of effective evidence-based evaluation. All services should use the tools available to identify areas for further growth and improvement aligned to the core Quality Indicators. All staff within Educational Services must embrace the principles and practices of self-evaluation as a means of improving outcomes for children.

Glasgow's Learning & Teaching Framework; **'Glasgow's Pedagogy'**, offers a coherent, evidence-based approach to improving the quality of learning and teaching across the city and provides support with self-evaluation through a range of toolkits enabling practitioners to identify actions that will further improve attainment and achievement.

The scientific implementation approach and sprint model adopted for Service Improvement Planning, is evidence-based and strongly aligned to the Glasgow Pedagogy Framework. This will support robust monitoring and evaluation of the progress and impact of improvement planning throughout the implementation period.

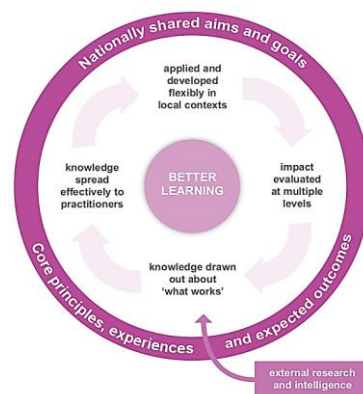
This SER guidance fully aligns with the principles and guidance provided in relation to Service Improvement Planning (SIP), the ambition described in **'All Learners, All Achieving'** and the priorities of **the 'National Improvement Framework'**.

All SIPs must have clearly articulated expected outcome statements, that set out the change you want to see happen. **'Expected Outcomes'** describe what 'better' will look like. **'Measures of Impact'** are the means by which you will gather data/evidence that will allow you to determine whether or not the change has taken place.

Using these core elements of the SIP, establishments will be able to write clear, evaluative statements aligned to the themes of the core Quality Improvement indicators described in the **'Quality Improvement Framework – ELC'**.

Self-evaluation approaches in our services must be consistently robust and lead to the achievement and maintenance of high standards, improvement in performance, targeted action on aspects of practice and pedagogy identified as needing to be improved, and lead to continuous improvement of outcomes for all children.

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



The key to self-improvement is regular and rigorous evidence-based evaluation and professional discussion to determine:

- How are we doing against the proposed outcomes in the SIP?
- How do we know?
- What are we going to do now to maximise the identified outcomes?

Service self-evaluation must be aligned with the SIP and should be detailed in an agreed 'Quality Improvement Calendar'. The self-evaluation outlined in the calendar should support the on-going gathering of evidence of impact on children. All service leaders, practitioners and link officers must be satisfied that both monitoring and tracking are robust and provide valid and reliable data which is used to inform improvement actions.

The current planning template supports the articulation of long-term and medium-term targets **over a three-year cycle** with regular **periodic check-ins** on progress and impact, leading to the articulation of short evaluative statements following each episode of self-evaluation. Over the three-year cycle of self-evaluation, it is anticipated that the themes of all core Quality Improvement Indicators will be impacted on and evaluated. To support keeping the SER concise, consider the relevance of self-evaluation activity recorded to ensure it is **within the three-year cycle**.

Securing Improvement

It is important that the evaluations reflect the intelligence and analysis of data gathered during monitoring and tracking dialogue, analysis of attainment data, learning walks, observation of children's experiences, interactions and spaces, and stakeholder feedback. Children's engagement and participation in evaluation activity is also an important aspect of this work. You should consider how quality indicators are inter-related when coming to an evaluation.

Writing the Self Evaluation Report

As Service Improvement Plans (SIPs) are finally evaluated and **submitted each year in November**, an updated '**Self Evaluation Report**' (SER) should also be **submitted by 30 November**, to facilitate monitoring of the service's impact on improving outcomes for children. The SER should be an **evaluative summary of the progress and impact** of the service's improvement planning/work in relation to the core quality indicators.

The SER should be a strategic, high-level evaluation of the progress and impact on outcomes for learners as a result of taking forward the mission statements and commitments within the three year cycle of improvement planning and self-evaluation. **Any text detailing evaluations and impact of the current year's SIP should be in green to specifically highlight the most current aspects of the service's improvement work within the report.**

This will be increasingly important as the 'Self Evaluation Report' will inform the annual '**Standards and Quality Report**' (SQR) used to report to all stakeholders on the work of the establishment.

Key Points to consider when evaluating progress:

LEADERSHIP	CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES
<p>Leadership and management of staff and resources (CI)</p> <ul style="list-style-type: none"> • Vision, values and aims • Self-evaluation, quality improvement and implement change • Staff recruitment and induction <p>Staff skills, knowledge, values and deployment (CI)</p> <ul style="list-style-type: none"> • Staff skills knowledge and values • Staff deployment <p>Leadership of continuous improvement (HMle)</p> <ul style="list-style-type: none"> • Pedagogical leadership • Leadership and professional learning • Planning and continuous improvement 	<p>Children experience high quality spaces (CI)</p> <ul style="list-style-type: none"> • Quality, safety and maintenance of spaces • Children influence and affect change • Information management
CHILDREN PLAY AND LEARN	CHILDREN ARE SUPPORTED TO ACHIEVE
<p>Playing, learning and developing (CI)</p> <ul style="list-style-type: none"> • Children’s engagement • Quality of interactions • Child centred planning and assessment <p>Curriculum (HMle)</p> <ul style="list-style-type: none"> • Curriculum rationale and design • Continuity and progression in the curriculum • Partnerships • Skills for life and learning <p>Learning, teaching and assessment (HMle)</p> <ul style="list-style-type: none"> • Children’s learning and engagement • Interactions to support learning • Planning and assessment • Tracking and monitoring 	<p>Nurturing care and support (CI)</p> <ul style="list-style-type: none"> • Nurturing care • Personal planning • Connections with families <p>Wellbeing, Inclusion and equality (HMle)</p> <ul style="list-style-type: none"> • Positive relationships and wellbeing • Universal support • Identifying and assessing learning needs and targeted support • Inclusion and equality <p>Children’s progress (HMle)</p> <ul style="list-style-type: none"> • Children’s progress over time • Overall quality of children’s achievements • Ensuring equity for all children <p>Safeguarding and child protection (BOTH)</p> <ul style="list-style-type: none"> • Culture of safety and wellbeing • Legislation, policy and guidance in practice • Empowerment of staff and children

Further Advice/References

- **A Quality Improvement Framework for the Early Learning and Childcare Sectors (2025)**
<https://education.gov.scot/news/new-quality-improvement-framework-for-the-early-learning-and-childcare-sectors/>
- **Realising the Ambition**
<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>
- **Health and Social Care Standards**
<https://www.gov.scot/publications/health-social-care-standards-support-life/documents/>
- **Education Scotland - ELC**
<https://education.gov.scot/learning-in-scotland/education-sectors/early-learning-and-childcare-elc/>
- **Care Inspectorate Hub - ELC**
<https://hub.careinspectorate.com/resources/children-and-young-people/early-learning-and-childcare-elc/>
- **HMIe – Inspection and Review**
<https://education.gov.scot/inspection-and-review/>
- **Care Inspectorate - Inspections**
<https://www.careinspectorate.com/index.php/inspections>
- **Glasgow – Our City, Our Learning, Our Future**
<https://blogs.glowscotland.org.uk/gc/public/stmungosprimaryandnurseryclasswebsite/uploads/sites/11123/2023/05/22000412/Our-City-Our-Learner-Our-Future.pdf>
- **Glasgow – Quality Improvement and Leadership**
<https://www.goglasgow.org.uk/Pages/View/116>
- **Education Scotland - National Improvement Framework**
<https://www.gov.scot/policies/schools/national-improvement-framework/>