

CONTINUOUS SERVICE IMPROVEMENT FRAMEWORK

Self Evaluation for Continuous Improvement: The Why Measures of Data: Ensuring Child and Families at the Centre



FEBRUARY 2026

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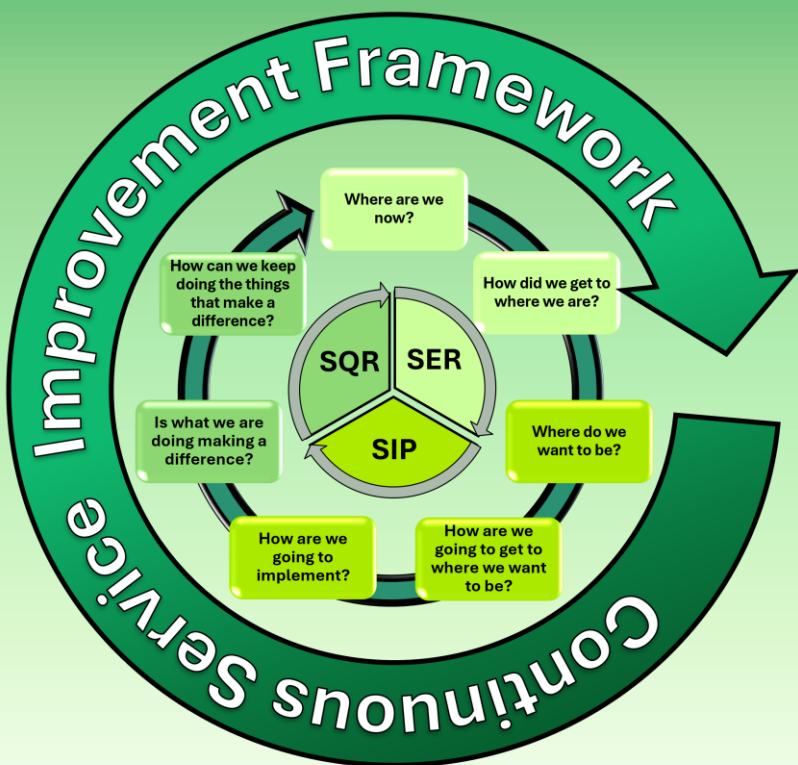
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Aim

To support continuous improvement across all services using evidence based self-evaluation data.

- Develop leadership training to support knowledge and understanding of quality assurance processes.
- Provide ongoing leadership guidance on using robust self-evaluation data for continuous improvement.





Self-Evaluation for Continuous Improvement: The Why

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

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

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Engagement in Continuous Improvement ensures the clarification of current service users, the understanding of where you are right now on all measures, the consideration of processes as well as results, the creation of visions that make a difference for children and families, as well as helping everyone get on the same page with an understanding on how to achieve the vision, and the knowledge if what we are doing is making a difference.

Education for the Future Initiative

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What does it take to improve the service so that all children learn every day across the whole curriculum?

- Educators must truly believe all children can learn, or learning cannot and will not happen.
- Educators must honestly review and use data not just analyse a gap here and there.
- There must be one vision, all staff on the same page so we can move forward together.
- One child centred plan.
- Quality curriculum, blend of individual teaching methods and delivery, and assessment
- Does your current structures need a rethink.
- Collaboration and communication .
- Professional learning – ongoing, job – embedded, results – oriented learning.

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What does it take to improve the service, so all children learn every day across the whole curriculum?

1. Educators must truly believe all children can learn, or learning cannot and will not happen.
What is your staffing culture for all children?
2. Educators must honestly review and use data, not just analyse a gap here and there.
Self-evaluation, and understand and use data
3. There must be one vision, all staff on the same page so we can move forward together.
Your vision, values & aims must be true and lived
4. One child centred plan. **Curriculum rationale**
5. Quality curriculum, blend of individual teaching methods and delivery, and assessment.
What is being offered?
6. Do your current structures need a rethink? **Learning, teaching and assessment**
7. Collaboration and communication. **Self-evaluation**
8. Professional learning. **Ongoing, job-embedded, results-oriented learning**

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Key Components	Services Focused on Compliance	Services Committed to Continuous School Improvement
Data Analysis	<p>Blame children for poor results</p> <p>e.g. our results are not very good because our population lives in poverty.</p> <p>Use children’s learning data only to close gaps.</p> <p>Focus on bubble children.</p>	<p>Embrace who they have as children, learn how to meet their needs and ensure all achieve.</p> <p>Do all educators use demographic, perspective, learning and process data to understand how to :</p> <ul style="list-style-type: none"> • Meet the needs of all children • Understand what is working and what is not • Use what is working to serve all children • Predict and prevent failures and optimise success.
Problem Solving	<p>Use problem solving in a reactive fashion.</p> <p>Tend to add fixes when problems occur.</p>	<p>Prepare educators to know how to problem solve together to get to and eliminate contributing causes, in a proactive way.</p>
Vision	<p>Focus only on meeting compliance</p> <p>Add programs and interventions to what they are already doing when change is needed</p>	<p>Have a vision about doing whatever it takes to improve teaching and learning</p> <p>Use data to inform the service wide vision that is created, embraced and implemented by all educators . The vision clarifies what and how educators will teach and assess and how everyone will treat each other, related to children’s learning.</p> <p>The vision provides the means for strategic, fast action.</p>
Planning	<p>Write an improvement plan to close gaps related to compliance.</p> <p>Service goals are limited to improving scores versus improving children’s learning.</p> <p>(Fixing the children by prescribing add on interventions.)</p>	<p>Proactively write an improvement plan to implement a vision that improves learning for life . The plan interweaves the leadership structure, professional learning and partnerships needed to implement the vision.</p>

Key Components	Services Focused on Compliance	Services Committed to Continuous School Improvement
Leadership	<p>Have top-down leadership that has a focus on compliance and closing gaps.</p> <p>Areas of emphasis change as leaders change</p>	<p>Create shared decision-making structures that support each other as they implement the vision and improve learning for children.</p>
Professional Learning	<p>Use professional learning as a carrot and a stick “ if we are failing in that area everyone needs to go to that training</p> <p>Without new information educators do the same thing over and over and hope for different results</p>	<p>Understand collaboration is required to improve teaching and learning. Build structures for all educators to collaborate and learn together. Time is dedicated for collaborative, teams to review and make meaning of room and service data and discuss and apply options for improving children’s learning.</p>
Partnerships	<p>Create one-way partnerships, with parent, community, and partners to raise money and get stuff</p>	<p>Embrace and plan for a win- win partnerships as a means of implementing the vision and creating children who have skills for life.</p>
Evaluation	<p>Use evaluation when required for external accountability</p>	<p>Use data to continuously improve all aspects of the learning organisation.</p>
Compliance	<p>Focus on what is being measured for compliance purposes only and are expert at gap analysis.</p> <p>Are content with the status quo as long as it meets compliance requirements.</p>	<p>Focus on creating and improving the service to ensure learning for all children in all areas, so all children have skills for life.</p> <p>Accountability and compliance are part of the process but not the sole focus.</p>



Rationale for Change

FOCUS	QUESTIONS	THINGS THAT COUNTERACT AN ENVIRONMENT FOR IMPROVEMENT
Purpose	How do we support our children to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors?	Directionless goals Unclear goals
Understanding the Learners	What do children need to know and understand to be these things across the curriculum?	Superficial learning in a crowded curriculum
Key Conceptual Knowledge and Skills	What key conceptual knowledge and skills do children need to help them understand?	Fragmented understanding
Stage Based Essential Knowledge	What is the expected knowledge and skills required to help children progress at each stage towards the key conceptual knowledge and skills?	Uneven progression
Teaching and Learning Approaches	<p>What are the best ways for teaching and learning to be organised and approached through experiences, interactions and spaces as well as the Four Contexts of Learning – Curriculum Areas and Subjects, Interdisciplinary Learning, Ethos and the Life of the Nursery as a Community?</p> <p>Opportunities for personal achievement that allow children to develop essential knowledge and skills</p>	Inconsistent practice
Capacity Building and Resources for Education	<p>What capacity building, professional learning and supporting materials are needed to support the effective organisation and approaches for teaching and learning?</p>	<p>Implementation challenge</p> <p>The obstacles and practical problems can include lack of funding, technology, skilled personnel, resistance, lack of buy in, poor stakeholder engagement, misaligned organisational culture, poor project, unsupportive external management, weak accountability.</p>

Familiarisation with New Framework

LEADERSHIP	GCC VALUES: COMPASSION, AMBITION, TRUST & EQUITY
<p><u>Q.I. LEADERSHIP AND MANAGEMENT OF EDUCATORS AND RESOURCES (CI)</u></p> <ul style="list-style-type: none"> • Vision, Values and Aims • Self-Evaluation, Quality Assurance and Implementing Change • Educators Recruitment and Induction 	<p><u>GCC GRAND CHALLENGES</u></p> <ul style="list-style-type: none"> • Wellbeing and Learning • Achievement and Progress • Networked Learning Organisation • Connected Learning • Engagement, Participation and Inclusion
<p><u>THEME - VISION, VALUES AND AIMS (VVA)</u></p> <p>Documentation</p> <ul style="list-style-type: none"> • Clear, ambitious, co-created and current vision, values and aims. Detail of journey and accountability • SIP/SER identifying a collective focus and voice on improvement and successes, documented as they happen • Quality data from all stakeholders and evidence of triangulation • Formal monitoring of the service with a focus on improvement • Focused observations to inform planned developments or improvements that are important to children • Planned improvements take account of children’s rights, needs and interests <p>Practice</p> <ul style="list-style-type: none"> • Strong ethos of continuous improvement, highest aspirations and standards possible • Meaningful collaboration with children, families, communities and other service users • Sustained meaningful communication and awareness of vision, values and aims by all service users • Accountability and responsibility in building and sustaining a high-quality team • Leaders are ethical, inspirational, visible and approachable • Dedication to the delivery of services vision values and aims, high-quality practice and improvement • Educators are solution focused and encouraged to participate • Leaders create conditions where all people feel confident to initiate well informed change and share responsibility for the process <p>Questions</p> <ul style="list-style-type: none"> • What impact do your VVA have on improving the quality of the childcare you provide • Does your VVA inform your daily practice • How effectively do you engage others to develop a shared purpose for your setting 	

Self-Evaluation - Task

TERM 1	
PERSONS:	
FOCUS	
HEADINGS	QUALITY INDICATORS
Leadership	<ul style="list-style-type: none"> Leadership and management of staff and resources (CI)
	<ul style="list-style-type: none">
	<ul style="list-style-type: none">
How are we doing	
Themes	Evaluative Statement
Vision, Values and Aims	
Self-Evaluation, Quality Assurance and Implementing Change	
Educators Recruitment and Induction	

Self-Evaluation is:

- a process using evidence to reflect on achievements
- part of a wider quality assurance approach, requires a cycle of reflection

What self evaluation for continuous improvement really is:

- Nourishment
- Reflection, and reflection is growth
- Reflections of self are ripples that affects others and other things
- Opportunity for all service users to belong
- Being part of something larger
- Opportunity to share your story, identity and culture

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Lunch



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Welcome Back



Data Gathering: Ensuring Child and Families at the Centre

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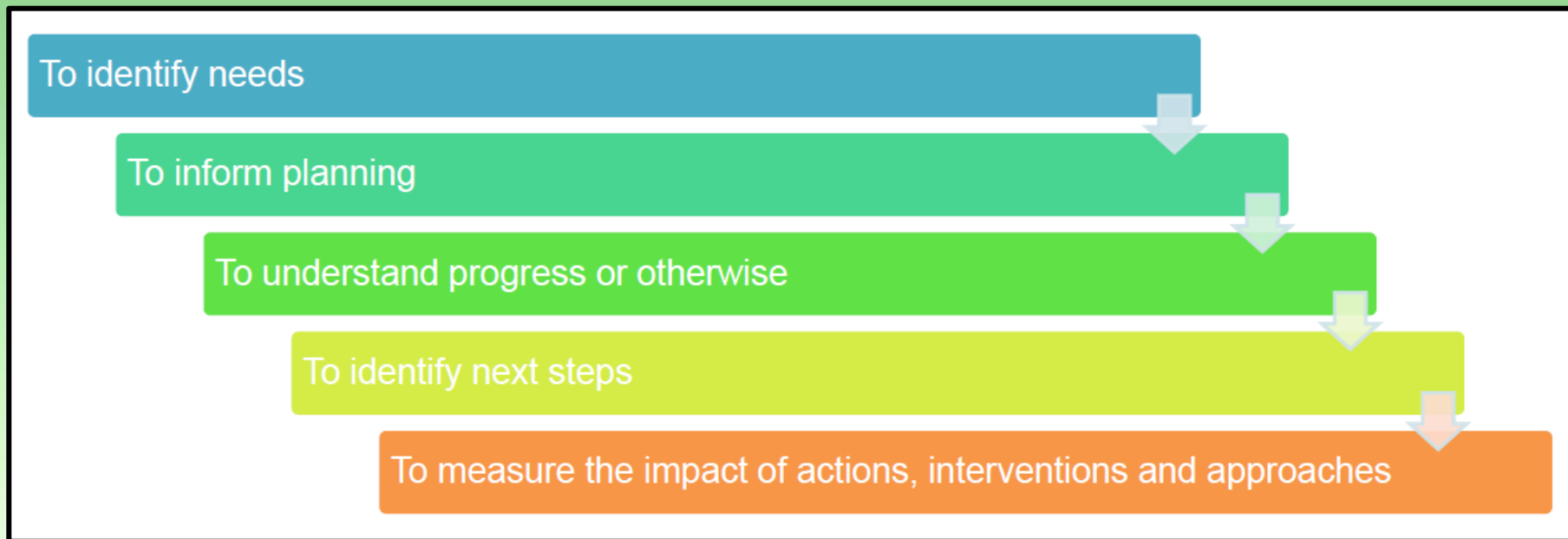
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Purposes of Using Data and Information



Multiple Measures of Data

<p>Demographic</p>	<p>Service users, level of learning</p> <p>Details on new SIP paperwork</p>	<p>WHO ARE WE?</p>
<p>Perception</p>	<p>Culture, climate, values and beliefs of learning environments, attitude, observations</p> <p>Details in Curriculum Rationale</p>	<p>HOW DO WE DO BUISNESS?</p>
<p>Learning</p>	<p>Summative, Formative and Diagnostic</p> <p>Observations of ability, tracking and monitoring, assessment</p> <p>Pace and Challenge meetings – Areas for future support</p> <p>Views</p>	<p>HOW ARE OUR CHILDREN DOING?</p>
<p>Processes</p>	<p>Programs individual to service</p> <p>GCC standardised paperwork</p>	<p>WHAT ARE OUR PROCESSES?</p>

Demographic Data - Who Are We?

Is answered through analysis of longitudinal **demographic data** . The current years data can help educators see the children they have and how they are matched to staff.

The longitudinal analysis can help staff know how the children and families have changed and clarify what staff need to learn to meet the needs of the children and families they have. Educators can see the system and leadership thinking

Establish the current context of the nursery, describe trends, trends help staff predict and plan for the future as well as understand all the other data. It informs the structure of the nursery , the system as well as leadership philosophies.

Demographic data does much more than just inform us of human characteristics it also tells us about the system : how the parts relate and fit together as a whole.

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OFFICIAL



SERVICE IMPROVEMENT PLANNING - 2026 (YEAR 1)

Nursery					Learning Community	Community			
Head of ELC	Heather Douglas				Area Manager - ELC / MLO				
Leadership Team Compliment	HoN-	DHoN-	TL-	LPA-	Staffing Compliment	CDO-	SFLW-	Student-	PT-
Nursery Roll					Attendance Rate (%)				
Ethnicity					Number of Complaints				
ACEL Data (%)	Talking & listening		Reading		Writing		Numeracy		
MOST RECENT HMIE	Curriculum		Learning, teaching and assessment		Wellbeing, inclusion and equality		Learning, teaching and assessment		Childrens progress
MOST RECENT CI	Leadership and management of staff and resources		Playing, learning and developing		Nurturing care and support		Staff skills, knowledge, values and deployment		Nurturing care and support
DATA	NUMBER		PERCENTAGE		DATA	NUMBER		PERCENTAGE	
SIMD 1 & 2					Support Plans				
CP Register					Individual Risk Assessments				
Care Experienced					PEEPs				
ASN (Stages 3 & 4)					Speech & Language Input				
WAPs					Occupational Health Input				
Deferrals					Funded 2s				
Edge of Care					Medical Needs (inc. AR1)				
EAL					Meeting National Standard	YES/ NO			

Service Grand Challenges 2026-28 (Grand challenges are the long-term strategic changes you intend to achieve over the 3 year cycle, i.e. 'To improve attainment in literacy')

- 1.
- 2.
- 3.
- 4.

Perception Data - How Do We Do Business?

Is mostly answered through perceptions and organizational assessments which inform how the learning environment is set up for children and educators' success.

Extremely important is the culture and climate, which reflect how the service does business and help create the results the service is getting.

Looking over time, staff can see how progress is being made when culture and climate are improved.

All of us have perceptions of the way our service operates. We act upon these perceptions every day as if they are reality.

If we want to know what children, staff, families perceive about the learning environment we must ask them.

Also answered through assessing the service culture and climate and organisational processes. And educators' values and beliefs.

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Perception Data - Task

- Analysis and use of evidence - Is it proportionate to task?
- Expertise and judgement - Is there depth of knowledge?
- Expertise and judgement - Is there quality of evaluation?
- People's views - How do we best take account of views of all service users?
- Are we and how do we actively encourage feedback from others?
- How do we ensure that particular views do not unfairly dominate others?

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Learning Data - How Are Our Children Doing?

Is answered through instruction – infused by formative and summative assessments and help educators know that children are learning what they are being taught. Over time, educators can see individual children progress and the service grow.

When services focus on compliance, they typically only use summative measures to judge progress. Services committed to Continuous Service Improvement use multiple and ongoing measures of data to understand what children know as a result of what they are taught and what children need extra help and on what. They use what they know to provide valuable information for adjusting what they are doing to meet the needs of all children.

Important to remember learning does not take place in isolation. Children bring to the service what they have experienced and the values they have been taught at home and in their neighbourhoods. This effects how they respond.

National Centre for Education Statistics

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The Role of Assessment in Learning

Assessment **FOR** learning: where assessment helps educators gain insight into what children understand in order to plan and guide instruction, and provide helpful, age-appropriate feedback to the child.

Assessment **AS** learning: where children develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.

Assessment **OF** Learning: where assessment informs children, educators and parents as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress.

Assessment must be planned with its purpose in mind. Assessment **FOR**, **AS**, and **OF** learning all have a role to play in supporting and improving children’s learning, and must be appropriately balanced. The most important part of assessment is the interpretation and use of the information that is gleaned for its intended purpose.

Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction. As educators and children work together toward the achievements of curriculum outcomes.

Assessment plays a constant role in informing instruction, guiding the children’s next steps and checking progress and celebrating achievement. Educators use many different processes and strategies for assessment and adapt them to suit the assessment purpose and needs of individual children.



Research and experience show that children’s learning is best supported when:

- Instruction and assessment are based on clear learning goals.
- Instruction and assessment strategies are differentiated according to children’s individual learning needs.
- Children are involved in the learning process, they understand the learning goal, know why it is important to them, receive quality feedback and share their views and opinion and if required try again or self regulate
- Assessment information is used to make decisions that support further learning.
- Families are well informed about their child’s learning, and work with the service to help plan and provide support.
- Educators, families, and the general public have confidence in the system.

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Service Processes Data - What Are Our Processes?

Service processes are actions that educators take to achieve the purpose of the service . Things we do purposefully, by habit, by custom, or advertently and they may both help and hinder progress.

Service processes data are important because they tell us about the way we work, about how we get the results we are getting. It is our processes that produce our service results.

Is answered through listing and analysing programmes and processes and shows what educators are doing to get the results they are getting.

After listing it is important to describe each process or programme's purpose, outcome and how does it fit with the current children.

How the processes and programmes are being implemented and how implementation is being measured for impact. If programmes cannot be described and their implementation spelled out , then educators can not implement them with integrity not in the way they were designed and intended accurately and consistently.

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Different Types of School Processes

Instructional Processes	The techniques and strategies that educators use in the learning environment
Organisational Processes	Those structures the service puts in place to implement the vision
Administrative Processes	Elements about the service that we count, such as age groups etc
Continuous Service Improvement Processes	The structures and elements that help services continuously improve their systems
Programs	Planned series of activities and processes, with specific goals

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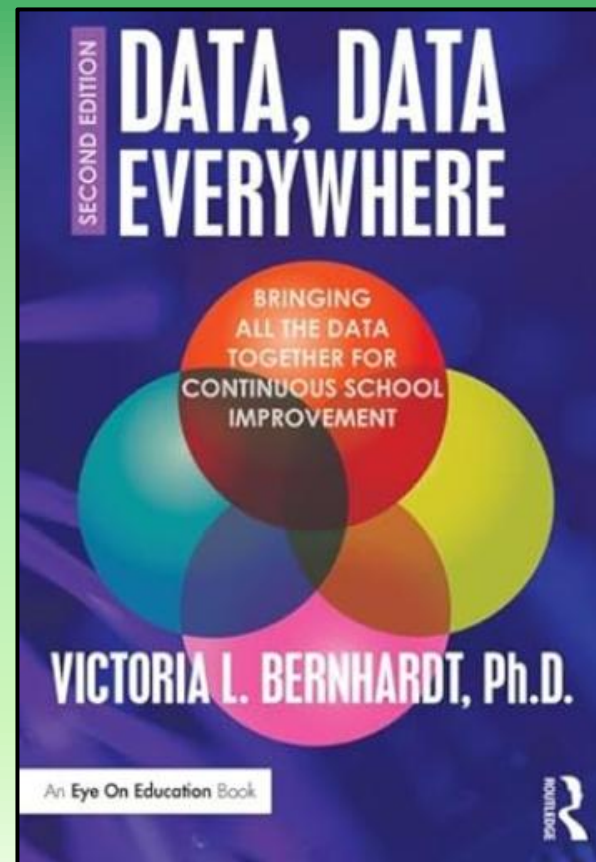
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References

Bernhardt, V.L. (2015). Data, Data Everywhere: Bringing All the Data Together for Continuous School Improvement (2nd ed.). Routledge.



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Paperwork



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

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**Service Improvement Planning (SIP)
Guidance Note for ELC**
(25 January 2027)

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**Standards and Quality Report (SQR)
Guidance Note for ELC**
(14 February 2027)

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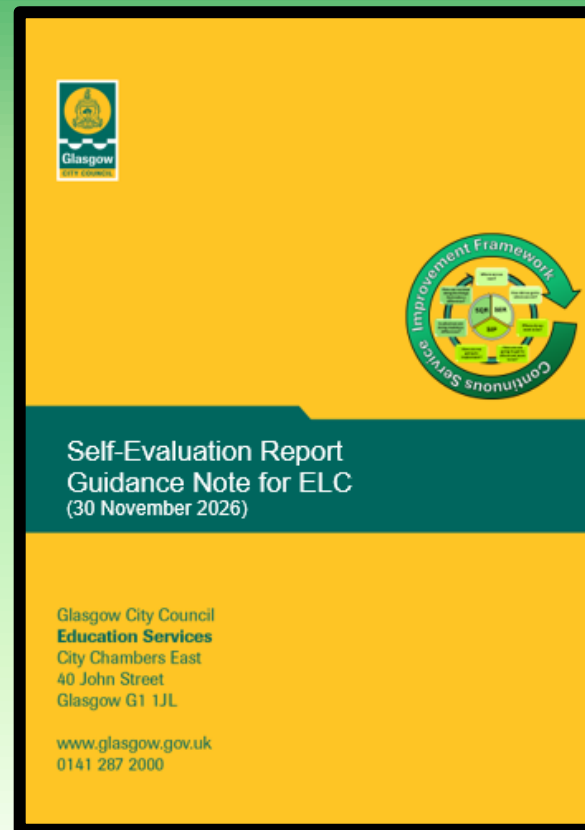
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Series 2

Data Gathering, Data Analysis & Evaluative Writing (SER)



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Thank You

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