Education – Improvement Planning Document – 2025-26



Establishment Name: Glenbrae Children’s Centre.

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| Head of Establishment | Craig Scott | Date | July 2025 |

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| Quality Improvement Officer | Yvonne Gallagher | Date | July 2025 |

Our Vision, Values and Aims

The Glenbrae Way

Getting it right for our children and families.

Learning and growing together through child led play.

Equity and equality for all.

Nurturing and loving ourselves, each other and our community.

 Building positive relationships.

Reaching for the stars and beyond.

(Having) Adventures, fun and being creative.

(Beginning and) Ending each day with smiles and hugs.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

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| **National Priorities** | Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| Placing the human rights and needs of every child and young person at the centre of education | Child Protection and Safeguarding.  *1.2 Staff skills, knowledge, values and deployment*  *4.2 Wellbeing, inclusion and equality*  *4.4 Safeguarding and child protection* | Enhance staff, children’s and parents/ carers knowledge of UNCRC (potentially articles 27, 28, 29, 30, 31).  *(2.1 Children experience high quality spaces)*  *1.2 Staff skills, knowledge, values and deployment*  *4.2 Wellbeing, inclusion and equality)* | Further enhance staff, children’s and parents/ carers knowledge of UNCRC (articles to be identified).  *(2.1 Children experience high quality spaces)*  *1.2 Staff skills, knowledge, values and deployment*  *4.2 Wellbeing, inclusion and equality)* |
| Improvement in children and young people’s health and wellbeing | Child Protection and Safeguarding.  *1.2 Staff skills, knowledge, values and deployment*  *4.2 Wellbeing, inclusion and equality*  *4.4 Safeguarding and child protection* | Enhance staff, children’s and parents/ carers knowledge of UNCRC (potentially articles 27, 28, 29, 30, 31).  *4.2 Wellbeing, inclusion and equality)* | Further enhance staff, children’s and parents/ carers knowledge of UNCRC (articles to be identified).  *4.2 Wellbeing, inclusion and equality)* |
| Closing the attainment gap between the most and least disadvantaged children and young people | Parental and Community Engagement.  *3.2 Curriculum*  *4.1 Nurturing care and support*  Curriculum Planning.  *1.2 Staff skills, knowledge, values and deployment*  *1.3 Leadership of continuous improvement*  *3.1 Play and learning*  *3.2 Curriculum*  *3.3 Learning, teaching and assessment*  *4.2 Wellbeing, inclusion and equality*  *4.3 Children's progress* | Consider Creating Parent/Community Advisory Group. *(4.2 Wellbeing, inclusion and equality)*  Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 3-5 curriculum offer. *(3.2 Curriculum)*  Focus on developing and enhancing our under 3’s curriculum. *(3.1 Play and Learning*  *3.3 Learning Teaching and Assessment)* | Embed Parent/ Community voice in decision making.  *(4.2 Wellbeing, inclusion and equality)*  Further continue to ‘adopt, adapt and abandon’ as we strive to enhance our 3-5 curriculum offer.  *(3.2 Curriculum)*  Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 0-3 curriculum offer.  *(3.1 Play and Learning*  *3.3 Learning Teaching and Assessment)* |
| Improvement in skills and sustained, positive school-leaver destinations for all young people | Parental and Community Engagement.  *3.2 Curriculum*  *4.1 Nurturing care and support* | Consider Creating Parent/Community Advisory Group.  *(4.2 Wellbeing, inclusion and equality)* | Embed Parent/ Community voice in decision making.  *(4.2 Wellbeing, inclusion and equality)* |
| Improvement in achievement, particularly in literacy and numeracy | Curriculum Planning.  *1.2 Staff skills, knowledge, values and deployment*  *1.3 Leadership of continuous improvement*  *3.1 Play and learning*  *3.2 Curriculum*  *3.3 Learning, teaching and assessment*  *4.2 Wellbeing, inclusion and equality*  *4.3 Children's progress* | Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 3-5 curriculum offer. *(3.2 Curriculum)*  Focus on developing and enhancing our under 3’s curriculum. *(3.1 Play and Learning*  *3.3 Learning Teaching and Assessment)* | Further continue to ‘adopt, adapt and abandon’ as we strive to enhance our 3-5 curriculum offer.  *(3.2 Curriculum)*  Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 0-3 curriculum offer.  *(3.1 Play and Learning*  *3.3 Learning Teaching and Assessment)* |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| At Glenbrae, we are committed to creating warm, respectful, and trusting relationships with our children, families, and the wider community. We believe open communication, honesty, and empathy are key to supporting every child’s growth and development.  We are always looking for ways to grow and improve, and we truly value the thoughts and suggestions of our families and staff. Throughout the year, we have gathered stakeholder’s views in a variety of ways to help shape our ongoing improvement journey, including:   * Everyday conversations and informal chats help to build positive relationships and provide opportunities for a variety of information to be shared which can be used to improve outcomes for children and families. * Parent/ Carer meetings involve parents/ carers in their child’s learning and promotes partnership working throughout the year to ensure children are accessing a curriculum that is relevant, achievable and progressive. * Keyworker check-ins ensure keyworkers are reflecting regularly on challenge/ support for children, pace of learning and tracking/ assessment. Professional dialogue also takes place around learning and teaching styles, learning environments and staff skills and confidence in using the planning tool, professional judgements, child led and child initiated learning and creating enabling environments. * Our open door policy and welcoming environment is the foundation for building positive relationships with all stakeholders which is at the core of our ethos. * Ongoing self-evaluation, reflective practice and professional dialogue staff have identified working with and empowering parents; and engaging more effectively with local community partners as a priority. * Emails and messages are two way enabling parents/ carers to contact the centre quickly and easily. Parents have also utilised these to give feedback on events, Calm Cabin etc. * Children’s Learning Journals enables staff and parents/ carers to showcase learning at home and at nursery, and also to interact and engage digitally. This is easily accessible to all. * Microsoft Forms Questionnaires and Feedback from staff, parents/ carers and visiting agencies are positive - giving feedback on what the service is doing well/ what could be better and plans for the year ahead including Staff CPD opportunities and Parental/ Community Engagement. * Feedback from Events such as Workshops and Stay and Plays told us that while these events are meaningful and well attended, our parents and carers would like more opportunities to engage with the centre. * Team Around the Child (TAC) meetings reinforced that our GIRFEC Pathways are effectively meeting the needs of our children and families. * Collaborative planning and review meetings help us to work alongside agencies to create, implement and adapt plans for children and families when required. * Social media engagement, such as Twitter enables staff and parents/ carers to showcase learning at home and at nursery, and also to interact and engage digitally. |

Plan: Session 2025-26

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| **Priority 1: Parental and Community Engagement.**  Improvement in skills and sustained, positive school-leaver destinations for all young people  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **1. Empowered and accountable education system supporting lifelong learning.**  **2. Strong partnerships between schools, services, families, and communities.** | |
| **How Good is Our School/Quality Improvement Framework ELC**  3.2 Curriculum  4.1 Nurturing care and support | **UNCRC**  Article 28: (Right to education):  Article 31 (Leisure, play and culture): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Parental and community engagement is a vital element of an early years service, with national guidance emphasising its importance in supporting children's development and learning. A Quality Improvement Framework for the Early Learning and Childcare Sectors highlight the role of families and communities in raising attainment and achieving equity. Building strong partnerships between home and setting promotes continuity, trust, and shared understanding, while engaging with the wider community brings valuable resources, supports inclusion, and enhances children's experiences. Frameworks such as Realising the Ambition: Being Me, UNCRC and GIRFEC (Getting It Right for Every Child) underpin the need for collaborative, child-centred approaches, ensuring that every child has the best possible start in life. There is also an appetite within parents and local community partners to further develop and embed this engagement into Glenbrae to help create a holistic, inclusive, and meaningful early years environment. Through self-evaluation and professional dialogue staff have also identified working with and empowering parents; and engaging more effectively with local community partners as a priority. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| 100% of families actively participating in at least one shared learning experience or event, gaining a better understanding of their role as parents/ carers in their child’s education and their child’s development by June 2026.  Children involved in community-linked learning opportunities will demonstrate increased confidence and engagement with 100% showing improvement in communication (I can listen and respond to questioning and discussion in a variety of situations) and social interaction (I can play an active part in school & community events), as observed through tracking tools by June 2026. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Plan Stay and Plays sessions for the academic year 25/26. * Organise Drop In Stay and Play Sessions. | Aug 25 - June 26. |  | Identify Stay and Play Working Party at Aug In-Service. | Identify themes, learning experiences. |
| Offer Child Development and Play workshops for Parents/ Carers | September 25 and January/ February 26. |  | Craig, Stephanie, Gael, Gillian, Dawn, Jaclyn, Lorna. | Presentation for parents/ carers.  Identify themes, learning experiences. |
| Organise Parent/ Carer workshops and events. | Aug 25 - June 26. |  | Craig.  Cooking Classes (Angela - Food Network).  Dinky Diggers (Belville Gardens).  Bookbug (Staff Member?). | Bookbug training for identified staff member. |
| Extend Community Lending Library by adding games/ puzzles as well as books. | Sept 25. |  | Jaclyn.  Parent/ Carer? | New books, Games, Puzzles. |
| Continue to utilise and develop Calm Cabin as a place for parent/ carers, children and staff as required. | Aug 25 - June 26. |  | Craig, Laura, Dawn. | New resources, furniture and furnishings as and when required. |
| Develop programme in partnership with staff and residents from Kincaid House. | Aug 25. |  | Craig, Jaclyn, Pamela (Kincaid House). | N/A. |
| Continue to work in partnership with local community groups | Aug 25 - June 26. |  | All staff and partners from Auchmountain Halls, The Shed and Belville Gardens. | N/A. |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Parental engagement at events, verbal/written feedback and questionnaires will show improvement in understanding of their role as parents/ carers in their child’s education and their child’s development  Children’s progress in communication and social interaction will be evidenced in termly key worker progress meetings and Learning Journals. |

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| **Priority 2: Child Protection and Safeguarding.**  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.** | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.2 Staff skills, knowledge, values and deployment  4.2 Wellbeing, inclusion and equality  4.4 Safeguarding and child protection | **UNCRC**  Article 3 (Best interests of the child):  Article 4 (Protection of rights): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Child protection and safeguarding are essential components of any early years service, ensuring that children are safe, supported, and able to thrive. Legislation, including the Children and Young People (Scotland) Act 2014 and the GIRFEC framework, highlights the duty of all practitioners to promote children’s wellbeing and protect them from harm. Guidance such as the National Guidance for Child Protection in Scotland 2021 and Realising the Ambition: Being Me emphasise the importance of early intervention, staff training, and a culture of vigilance. Embedding safeguarding into strategic planning supports consistent, high-quality practice and ensures that children’s rights to safety and nurture are at the heart of the setting. This not only meets legal obligations but also creates the secure foundation children need for learning and development. In Academic Year 24/25 Child Protection Audits confirmed that 93.59% of Child Protection and Safeguarding measures are securely embedded. Through Positive Conversations, areas highlighted by staff for further learning were Child Protection and Safeguarding, PREVENT and Promoting Attendance. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| By June 2026 all children will be on track in Health and Wellbeing.  100% of Child Protection and Safeguarding practice and procedures will be secure/embedded by June 2026.  80% of the staff team will demonstrate increased knowledge and confidence in key areas of Child Protection, PREVENT, and Promoting Attendance by June 2026. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Continue to review and update child protection and safeguarding procedures/ practice to ensure they follow the latest guidance and best practice. | Aug 25 – June 26. |  | SLT.  All staff.  Child Protection Sub Group. | Craig continue to engage with Child Protection Sub Group. |
| Review Local Authority Policy and establishment procedures and create a Positive Relationships, Positive Behaviour Procedure for the centre. | Aug 25 - June 26. |  | SLT.  All staff. | Positive Relationships, Positive Behaviour Policy  Time to meet and discuss policy and create establishment procedure. |
| Strengthen use of chronologies and pastoral notes with a focus on consistency, quality, and regular monitoring. | Aug 25 – June 26. |  | SLT. | Time to read, familiarise and implement Chronology and Pastoral Notes Guidance. |
| Provide opportunities for termly CP updates for staff, updates on PREVENT and Restrictive Practice. | Aug 25 – June 26. |  | Led by Craig.  All staff. | CP/ PREVENT Update on August In-Service Day.  Calendar of meetings to be created including CP/ PREVENT updates and Restrictive Practice |
| Children and families currently or previously on Child Protection Register or who have/had Social Work involvement will be monitored and discussed monthly at Senior Leadership Team meetings. | Aug 25 – June 26. |  | Led by Craig.  All staff. | Calendar of meetings to be created including planned monthly CP discussions. |
| Staff who have not yet completed Trauma-Informed Practice training will do so. | Aug 25 – June 26. |  | Any staff yet to complete modules.  New staff. | Time.  Access to device. |
| Continue to monitor attendance and work with families to improve this and reduce barriers. | Aug 25 – June 26. |  | Craig.  Clerical Assistant.  SLT and all staff. | Calendar of meetings to be created including monthly reviewing of Attendance.  Time to review Attendance Procedure. |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Children’s progress in Health and Wellbeing will be evidenced in termly key worker progress meetings and Learning Journals.  Child Protection Audit will show that we are ‘in place and secure/ embedded’ in all areas (100%) of Child Protection and Safeguarding.  Through Beginning, Middle and End questionnaires there will be an increase in all staff’s knowledge and confidence in Child Protection, PREVENT, and Promoting Attendance. |

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| **Priority 3: Curriculum Planning.**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | |
| **National Improvement Framework Outcomes**  **1. Empowered and accountable education system supporting lifelong learning.**  **3. Inclusive curriculum and assessment for a sustainable future.**  **4. High achievement and reduced attainment gap for all learners.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  **7. Digital technology enhancing learning and tackling digital inequality.** | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.2 Staff skills, knowledge, values and deployment  1.3 Leadership of continuous improvement  3.1 Play and learning  3.2 Curriculum  3.3 Learning, teaching and assessment  4.2 Wellbeing, inclusion and equality  4.3 Children's progress | **UNCRC**  Article 12 (Respect for the views of the child):  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| The setting has effectively implemented the local authority 3–5 tracking tool. From October 2024 to May 2025, preschool literacy attainment rose from 21% to 100%, and numeracy from 36% to 81%. Ante pre-schoolers initially showed 100% on track; with the cohort growing from 6 to 20, 60% are now on track in both literacy and numeracy, with 5% exceeding in literacy. Literacy and numeracy are embedded through high-quality, play-based experiences, aligned with national guidance such as Realising the Ambition and the Curriculum for Excellence. These efforts support the National Improvement Framework’s goal of closing the attainment gap through early intervention. Research confirms early success in these areas improves life outcomes and reduces inequality. Staff have also identified Literacy and Numeracy as priorities for continued development both in terms of their own professional learning and how these are accessed through a play based curriculum.  Taking the learning from implementing the local authority 3–5 tracking tool and seeing the benefits of this there is a desire within the local authority and the centre to incorporate a developmentally informed 0–3 planning tool which ensures high-quality, responsive care during the most critical period of brain development. Guidance such as Realising the Ambition and GIRFEC stresses the need for nurturing, child-centred approaches that support secure attachments, communication, and wellbeing. A well-designed 0–3 tool will promote consistency, early identification of needs, and tailored support, improving long-term outcomes from the earliest stage. Working in partnership with parents/ carers supports high-quality practice, promotes equity, supports every child to reach their full potential and empowers parents/ carers. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| 3-5 Curriculum  All preschool children will demonstrate improved attainment in literacy and numeracy with 95% on track in literacy and 90% in numeracy by June 2026.  All ante preschool children will continue to build strong early foundations in literacy and numeracy **w**ith 80% on track in literacy and numeracy **b**y May 2026.  All 3-5 Staff will enhance their confidence and skills in delivering literacy and numeracy through play with 100% of staff engaging in targeted professional learning, and 85% reporting increased confidence by June 2026.  0-3 Curriculum  All children aged 0–3 **w**ill experience high-quality, responsive, and developmentally appropriate care and learning with 100% showing progress in their identified targets by June 2026.  Practitioners working with 0–3s will implement a consistent, child-centred approach guided by the new planning tool with 100% using the tool in daily planning and 85% reporting increased confidence and knowledge in using the planning tool, professional judgements, child led and child initiated learning and creating an enabling environment by June 2026.  By June 2026 100% of parents and carers of 0–3s will be meaningfully involved in planning and supporting their child’s development and learning. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Continue to provide a high-quality curriculum that is planned and delivered in partnership with our children, their families, and the wider community. | Aug 25 – June 26 |  | All staff, children, parents/carers. | Staff training offered when available.  Purchase resources as and when required. |
| 3-5 Curriculum   * Audits of skills, confidence and learning environments/ resources (Beg/Mid/ End). * Share Numeracy and Literacy Strategies with staff. * Cluster Moderation. * Consider how the whole curriculum is used to support targets while allowing children experiences across the board. | Aug 25/Jan 26/May 26.  Aug/Sept 25.  Aug 25-June 26 |  | Craig and 3-5 staff.  Craig and 3-5 staff.  Craig and 3-5 staff.  Cluster colleagues. | Literacy and Numeracy Questionnaires.  Environments/ Resources Questionnaire.  Learning Walks.  Purchase resources if required  Numeracy and Literacy Strategies.  Time to familiarise staff with strategies and professional dialogue.  Staff participate in Early Learning and Childcare cluster moderation meetings, In Service days and Room Meetings with a focus on Literacy and Numeracy outcomes, child development, learning and teaching, making professional judgements, and setting meaningful learning targets. Also consider coverage of the whole curriculum and how we plan, provide, evaluate and record this. |
| Review and update our Cultural Celebrations and Events Calendar | Aug 25. |  | All staff. | Professional dialogue.  Update calendar. |
| Review and establish Health and Wellbeing, Numeracy, Literacy, Equalities/ BRL and Digital Champions. | Aug 25. |  | All Staff. | Training if required.  Link champions in with Local Authority groups.  Calendar of meetings to be created including Champions meetings. |
| 0-3 Curriculum   * Audits of skills, confidence and learning environments/ resources (Beg/Mid/ End). * Share 0-3 Tracking tool with staff. * Staff attend 0-3 Tracking Tool training day. | Aug 25.  Aug 25.  Oct 2025 |  | Craig, Laura, All 0-3 staff.  Craig, Laura, All 0-3 staff. | Curriculum Questionnaires.  Environments/ Resources Questionnaire.  Learning Walks.  Purchase resources if required.  Staff spend time to familiarise themselves with tracking tool.  Professional dialogue.  Time to learn and implement learning and tool.  Staff develop confidence, knowledge and skill in professional judgements in children’s learning and development, child led and child initiated learning and teaching and creating an enabling environment in which children lead their own learning. |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| 3-5 Curriculum  All children aged 3-5’s progress in Literacy and Numeracy will be evidenced in termly key worker progress meetings and Learning Journals.  Through Beginning, Middle and End questionnaires almost all staff’s knowledge and confidence in delivering Literacy and Numeracy through play will increase.  Measures of progress on the level each term will help to specifically focus on areas where children needs support this will improve impact  0-3 Curriculum  Self-Evaluation, playroom observations and Keyworker progress meetings will show high-quality, responsive, and developmentally appropriate care and learning.  Keyworker progress meetings and Learning Journals will show progression in children’s learning and development through identified targets.  Daily practice, professional dialogue, Keyworker progress meetings and room meetings will show that all staff are using the new 0-3 tracking tool.  Beginning, Middle and End questionnaires show increased staff confidence in using the planning tool, professional judgements, child led and child initiated learning and creating an enabling environment.  Records of meetings and discussions will evidence that all parents and carers of 0–3s will be meaningfully involved in planning and supporting their child’s development and learning. |