Education – Improvement Planning Document – 2025-26

Establishment Name:

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| Head of Establishment | Patricia Wylie | Date | 15.09.25 |
| Depute Head of Establishment | Gaynor Wiggins |  | 15.09.25 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | 15.09.25 |

Our Vision, Values and Aims

Our Values:

At Glenpark we try to be the best that we can be,

Our Vision and our values are always clear to see

Parents, carers, children, staff, are equal – every one!

Play and share, grow and laugh, learning is such fun!

Our Aims:

To create successful learners, confident individuals, responsible citizens and effective contributors within the nursery.

To develop an open, welcoming and caring nursery in which all children feel nurtured, safe, active, healthy, achieving, included, respected and responsible

To foster high quality leadership at all levels through valuing & empowering all members of the community.

To create a child centred ethos.

Our Nursery Golden Stars

\*We are all friends at nursery \*We help tidy up

\*We help each other \*We say please and thank you

\*We walk in the nursery \*We do good sitting

\*We use quiet voices inside \*We put our thumbs up to answer

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 | Further develop our Building Racial Literacy programme to deepen staff understanding, strengthen our practices and ensure the nursery promotes equality and inclusion for all learners. Continue to develop our Rights Respecting School Award (Silver Award).. | Continue to develop our inclusive practices within all playrooms of the nursery. Adapting our practices to meet the need of individual children and families who use our service. Senior leadership team and staff will continue to create a culture of vigilance where the welfare of every child is consistently prioritised. | Fully embed Rights Respecting Schools Award to ensure that every child reaches their full potential in learning.  Continue to embed Building a Racial Literacy Programme within the whole nursery. |
| A Quality Framework for Early Learning and Childcare Sectors Quality Indicators | 1.2. Staff skills, knowledge, values and deployment  4.2. Wellbeing, inclusion and Equality | 4.4. Safeguarding and Child Protection |  |
| Improvement in children and young people’s health and wellbeing | Revise and update our Promoting Positive Behaviour Policy. Creating a more child friendly version with simple visuals to support children’s engagement. Review Care Inspectorate Policy on Restrictive Practices and ensure its principles are fully embedded into our daily practices throughout the whole nursery. | Continue to develop staff knowledge and understanding in supporting children’s emotional wellbeing.  Further develop staff knowledge and expertise using a range of support strategies regarding Trauma Informed Practice. | Further develop staff knowledge and expertise using a range of support strategies to support children’s emotional wellbeing.  Ensure Trauma Informed Practice is fully embedded throughout the whole nursery. |
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| A Quality Framework for Early Learning and Childcare Sectors Quality Indicators | 4.1 Nurturing, care and support | 1.3. Leadership of Continuous Improvement |  |
| Improvement in achievement, particularly in literacy and numeracy | Further develop staff knowledge and understanding on Inverclyde Council’s Skills Assessment Tracker for 3-5 year olds and 2-3 year olds. Enabling staff to use tracker more confidently and to use data effectively for a more bespoke learning for all. Continue to develop pupil voice within the curriculum planning throughout the whole nursery. | Further develop pupil voice within the curriculum planning and throughout the whole nursery. Enabling children to be actively involved in leading their own play and learning. | Review curriculum planning in the nursery with particular focus on pace and challenge of learning for all children. |
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| A Quality Framework for Early Learning and Childcare Sectors Quality Indicators | 3.2. Curriculum  3.3. Learning, Teaching and Assessment | 3.1 Play and Learning  3.2 Curriculum |  |
| Improvement in skills and sustained, positive school-leaver destinations for all young people |  | Further develop Glenpark Early Learning Centre’s “Agora Qualia” Mindfulness Centre. Supporting targeted Health and Wellbeing programmes bespoke for all children. | Continue to increase staff knowledge and skills to plan bespoke and unique learning experiences in “Agora Qualia” Mindfulness Centre. |
|  |  | 2.1 High quality spaces |  |
| Closing the attainment gap between the most and least disadvantaged children and young people |  | Further develop all staff skills on responsive/intentional learning for all children. Embed Leuven Scale levels of Engagement to allow children to experience more depth to their learning. | Implement data/evidence gathering programmes to ensure we identify targeted interventions for support and challenging children’s learning. |
|  |  | 1.3. Continuous Improvement |  |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| * Staff Questionnaires * Parental Questionnaires * Children’s Questionnaires * Consultation with Children (ongoing throughout the year) * Children’s Profiles – Children’s progress meetings with parents * Professional Dialogue with Outside Agencies * SLT/Staff Support Meetings * Twitter – Parental Comments |

Plan: Session 2025-26

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| **Priority 1** Placing the human rights and needs of every child and young person at the centre of education.  Choose an item.  Improvement in children and young people's health and wellbeing | |
| **National Improvement Framework Outcomes**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **2. Strong partnerships between schools, services, families, and communities.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  4.2 Wellbeing, inclusion and equality  3.1 Ensuring wellbeing, equality and inclusion  4.1 Nurturing care and support  2.1 Safeguarding and child protection  Choose an item.  Choose an item. | **UNCRC**  Article 2 (Non-discrimination):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Staff questionnaires and staff reflective practice meetings highlighted that confidence in racial literacy is developing at different pace across the staff team. Therefore, the introduction of a planned programme of professional learning, collaborative dialogue and reflective practice to empower staff to become more confident and skilled at embedding racial literacy into their everyday practice.  Senior Leadership Team’s monitoring of playroom identified the need to strengthen the range of literacy resources available. This will support all staff in building confidence and embedding this into practice.  Playroom observations identified that not all children were aware of the UN Convention of the Rights of the Child. Therefore, Rights of the Child will be embedded into age appropriate, interactive everyday learning experiences throughout the nursery. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By April 2026 all staff will be confident in using inclusive language and behaviour that reflects diversity and promotes equity.  By December 2025 SLT will source and implement and resource the playroom to ensure racial literacy is taught through age appropriate and engaging learning experiences for all children.  By September 2025 staff will develop a greater awareness on how to embed children’s rights within everyday learning ensuring rights based learning becomes integral to the nursery.  By June 2026 nearly all children will be able to talk about their rights and recognise that these rights are being upheld. | |
| **If PEF spend is supporting – how much and what?** | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Increase staff knowledge of racial literacy and embed meaningful practice. | August 2025 |  | SLT  Equalities Lead  Whole staff team | Equalities co-ordinator will deliver in-service training on racial literacy. |
| Adapt the Centre’s learning environment to ensure it is fully inclusive and diverse for all. | December 2025 |  | SLT  Clerical | Purchase a wide variety of racial literacy resources to enhance children’s learning and play experiences. |
| Consult with Children’s Rights Officer on embedding children’s rights in an early years establishment. | August 2025 |  | SLT  Children’s Rights Officer | SMT will meet with Children’s Rights Officer to gather information on how to embed children’s rights into the early year’s establishment. |
| Identify member of staff to liaise with Children’s Rights Officer and take on a lead role. | August 2025 |  | SLT  Children’s Rights Officer  Member of Staff | Member of staff identified to take on a lead role in Children’s Rights Officer. |
| Training for all staff delivered by Children’s Rights Officer. | Term 2 |  | SLT  Children’s Rights Officer  All Staff | Training package and research opportunities for all staff. |
| Introduce Children’s Rights into statements in all paperwork. | August 2025- Ongoing |  | SLT  Clerical | Children’s Rights statements added to all Personal Learning Plan, Curriculum and Children’s Profile paperwork. |

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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? |
| Through questionnaires SLT will monitor feedback on staff’s knowledge and understanding and confidence in delivering a fully inclusive and diverse curriculum and apply racial literacy concepts in children’s learning. Staff will have deeper insights, less fear, honesty and shared ownership of racial equity work.  SLT observations of playroom will demonstrate that staff are delivering a high-quality curriculum for racial literacy.  Racial Literacy will become embedded in our practice and staff will be skilled and knowledgeable ensuring they create a fully inclusive environment. Race and racism are talked about openly and confidently staff apply racial equity in how they plan learning experiences, handle behaviour and reflect on children’s experiences.  Observations will highlight that nearly all children will show a growing confidence in understanding their rights and apply this in their play and learning. Children will be able to talk about their rights in their own words, use children’s rights language in daily situations, show understanding of rights in their play and they show respect for other children’s rights. |

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| **Priority 2**  Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **2. Strong partnerships between schools, services, families, and communities.**  **3. Inclusive curriculum and assessment for a sustainable future.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  4.1 Nurturing care and support  4.2 Wellbeing, inclusion and equality  2.7 Partnerships  2.5 Family learning  1.2 Leadership of learning  2.1 Children experience high quality spaces | **UNCRC**  Article 28: (Right to education):  Article 5 (Parental guidance): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Through self-evaluation we have identified that while our existing Promoting Positive Behaviour Policy supported staff throughout all playrooms, we recognised that it was not fully accessible or meaningful for children.  The introduction of the new Care Inspectorate guidelines for restrictive practice to ensure our setting is fully aligned with current best practice in safeguarding children and their rights.  Research has shown that when children’s Health and Wellbeing needs are being met, children are more able to engage concentrate and reach their full potential in learning. Through self-evaluation processes of Health and Wellbeing it was highlighted that children are developing at different stages and rates and staff need to adapt their approaches to meet individual needs of children.  Staff will use Health and Wellbeing baseline assessment to measure children’s engagement in health and wellbeing learning experiences to ensure new initiatives are having a positive impact.  Self-Evaluation has highlighted the need to strengthen staff confidence and consistency in trauma informed practice. By doing this we can ensure all staff are equipped to recognise the impact of adversity, respond with empathy, and create safe supportive environments that reduce barriers to learning and promote inclusion for every child. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By April 2026 90% of children will be able to articulate the key behaviour expectations and why they are important in the nursery. We will also see stronger relationships between peers, staff and learners, with improved conflict resolution and reduced incidents of peer conflict.  Children feel emotionally and physically safe in the nursery because staff use of preventative nurturing strategies. By April 2026 95% of children will show higher levels of engagement using Lueven Scale.  By June 2026 100% of staff will be upskilled in adapting learning skills and curriculum to meet the needs of the individual learner. By June 2026 90% of children will achieve their next developmental milestone or individual targeted outcomes.  By January 2026 95% of children will show improvement on baseline to follow-up wellbeing assessments within 6 months.  Staff will provide strong leadership to ensure safeguarding by January 2026 creating an environment where children feel nurtured and valued. By June 2026 all preschool children will show improved emotional regulation by understanding, managing and expressing their feelings appropriately this will be recorded on their wellbeing trackers. | |
| **If PEF spend is supporting – how much and what?** | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Adapt the Promoting Positive Behaviour Policy by creating children friendly version “Golden Stars” poster showing agreed expectations in words and pictures. | Sept/Oct 2026 |  | All Staff  All Children | Staff and children will work collegiately to create Glenpark “Golden Stars” Poster. In order for children to become more aware of the Promoting Positive Behaviour Policy. |
| Senior Leadership Team will devise a Leuven Scale level of engagement playroom monitoring and recording document to record whether children are showing higher levels of engagement in learning. | October 2026 |  | SLT | Senior Leadership Team will devise a monitoring system to record and evaluate the level of children’s engagement in all learning experiences. |
| SLT will source training with Inverclyde Communication Outreach Service on Up Up and Away Document. | November 2026 |  | SLT  All Staff  Kathy Stewart | Kathy will deliver staff training for all staff on the Up Up and Away Document. Enabling staff to be more upskilled in setting appropriate targets to meet the individual needs of children. |
| Health and Wellbeing baseline assessment devised by Senior Leadership Team. | September2026 |  | SLT | Health and Wellbeing baseline assessment to gather information on children’s health and wellbeing.  SLT meeting with individual staff to discuss how children are progressing in their Health and Wellbeing. |

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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? |
| Overall we will see an increase in positive behaviour for all children. Nearly all children will be able to name some “Golden Stars” confidently and will be able to give examples in their own words while reminding and helping their peers positively.  Senior Leadership team will use quantitative data to monitor children’s participation in learning experiences. Senior Leadership Team will also use qualitative measures by listening to the children’s voice, staff observations and environment audits.  Staff will be upskilled in delivering learning experiences flexibly adjusting the pace, questioning and resources to respond to how the children are engaging. Children will show more persistence due to learning experiences being appropriately supported or challenged for their age and stage of learning.  Baseline assessments will give clear, accurate holistic approach to all children’s Health and Wellbeing enabling staff to set age and stage appropriate targets. Staff will report greater confidence in recognising trauma, responding supportively and applying trauma informed principles. Children will feel emotionally and physically safe, they will be able to self-regulate and recover more easily. Children will feel empowered and heard. |
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| **Priority 3**  Improvements in attainment, particularly in literacy and numeracy  Improvement in skills and sustained, positive school-leaver destinations for all young people | |
| **National Improvement Framework Outcomes**  **3. Inclusive curriculum and assessment for a sustainable future.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  2.2 Curriculum  3.2 Securing Children's Progress  1.2 Staff skills, knowledge, values and deployment  1.2 Leadership of learning  4.3 Children's progress  2.5 Family learning | **UNCRC**  Article 29 (Goals of education):  Article 31 (Leisure, play and culture): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| Self-Evaluation and monitoring of the Skills Assessment Tracker in 3-5 playroom has highlighted that staff are skilled in observing and identifying children’s learning. However, SLT termly target records show that staff need to further develop skills in offering more pace, challenge, breadth and balance through each strand on the Skills Assessment Tracker.  The launch of Inverclyde Council’s Skills Assessment for the children in the 2-3 playroom. This will support staff to monitor and support children’s individual progress more effectively and ensure children are reaching their developmental milestones.  Research has shown that excellent attendance at nursery can help close the attainment gap. Therefore, SLT and clerical will vigilant in recording and identifying patterns of absences. Robust procedures will be embedded to ensure that SLT intervene early to address any frequent absences which may be through family circumstances, health problems or transportation difficulties. Good attendance will have a significant impact on children reaching their full potential in learning.  Self-evaluation of Glenpark Planning Cycle highlighted the need to further develop pupil voice within the curriculum planning throughout the whole nursery.  Data from termly target meeting highlighted that children in the 3-5 playroom are making very good progress in Literacy with nearly all preschool children on track or beyond expectations. However, staff appear to be less confident in teaching numeracy. Through the introduction of Inverclyde’s Numeracy Strategy we aim to raise practitioner confidence and knowledge ensuring consistent high quality learning experiences. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By June 2026 all practitioners will be upskilled in offering more individualised learning for all. This will be evident in all children’s Skills Assessment Tracker and Personal Learning Journal.  All staff in 2-3 playroom will be more skilled in identifying and setting appropriate learning targets for all. SLT and staff will work collegiately to ensure that individual learning targets inform playroom learning experiences which are differentiated and tailored to meet the diverse needs of all children.  By December 2025 Glenpark’s Planning Cycle will be modified to include children’s views, opinions and interests. All children’s voices will be heard and recognised.  Increase in attendance for all children 95% and above in order to ensure all children are meeting their developmental milestones.  By June 2026 nearly all staff will be upskilled and confident to deliver a numeracy rich high quality environment. Ensuring that numeracy is embedded into everyday routines.  By May 2026 nearly all children transitioning to school will have met their Numeracy milestones or beyond. | |
| **If PEF spend is supporting – how much and what?** | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Review of staff knowledge and understanding of Inverclyde Council’s new Skills Assessment Tracker. | September 2025 |  | SLT  Whole Staff Team | Staff questionnaire on using Skills Assessment Tracker in order to baseline assess staff’s knowledge and understanding on pace, challenge, breadth and balance of children’s learning. |
| Upskill all staff on using the Inverclyde Council’s new Under 3’s Developmental Journey Document. | October 2025 |  | SLT  2-3 Playroom staff | SLT will devise training for all staff to ensure that they understand how the new Inverclyde Council’s Under3’s Developmental Journey document is used to track children’s learning and gather data. |
| Deliver In-house training for staff on delivering a high quality curriculum bespoke to Glenpark. | August 2025 |  | SLT  Whole Staff Team | Whole staff team will undertake training in the key principles of curriculum. This will ensure that all children are being offered the same learning opportunities and staff are working collegiately towards the same goals. |
| Continue to enhance attendance procedures and tracking attendance paperwork Daily, weekly, monthly. | August 2025 |  | SLT  Clerical | Continue to roll out robust tracking attendance paperwork and procedures.  New Clerical aware of the Inverclyde Authority Attendance Strategy. |
| Audit of the Glenpark Planning Cycle in order to further embed Children’s Voice throughout the all planning processes. | August 2025-Ongoing |  |  | Create a children’s voice audit checklist. Further develop tools such as floor books in order to ensure all children have the opportunity to see their ideas reflected in their environment and feel valued. |
| Develop staff confidence when moderating as a whole staff team across all playrooms. | August 2025-Ongoing |  | SLT  Whole Staff Team | All staff working together on Inverclyde Councils Skills Assessment Tracker and Early Level Experiences and Outcomes to recognise children are secure in their understanding of specific skills. |
| Moderation with Early Years colleagues on Inverclyde Councils Skills Assessment Tracker and early level Experiences and Outcomes in order to ensure all children are being offered the same opportunites for learning. | September 2025-Ongoing |  | SLT  Moderation group  Early Years establishments of same demographic | Staff questionnaires created to analyse staff knowledge and understanding on the current Skills Assessment Tracker and Early Level Experiences and Outcomes. In order to make informed decisions on the need for any support required for staff and to support identifying staff for moderation group. |
| Distributed leadership opportunities for a member of staff to take on leadership role in taking forward the Centre’s Numeracy Framework Programme. | October 2034  Ongoing |  | SLT  Staff  Outside Agencies | Staff questionnaires to gather information and staff interests in taking forward any new initiatives.  Inverclyde Councils Numeracy Framework.  SLT meeting with individual staff to discuss staff interests, expertise and opportunities to research and implement new initiatives. |

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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? |
| Staff will be more confident in balancing pace and challenge in their interactions. SLT playroom observations will show greater engagement, independence and perseverance in all children’s learning. Staff interactions become more adaptive, children will respond with deeper engagement and their learning progressions are measurable. Assessment data will show achievements in developmental milestones achieved and beyond on Skills Assessment Trackers.  Through questionnaires SLT will monitor feedback on staff’s knowledge and understanding and confidence in using the new Inverclyde Council’s Authority Under 3’s Developmental Journey. Staff will become more confident and consistent in their approaches, planning will become focused and tailored, and children will demonstrate meaningful gains in all areas of development and learning.  Staff will be more skilled in identifying and setting appropriate learning targets for all. SLT and staff will work collegiately to ensure that individual learning targets inform playroom learning experiences which are differentiated and tailored to meet the diverse needs of all children. Staff will become more skilled in scaffolding and challenging learners. They will be more responsive and adapt teaching methods while still having high expectations for all.  Children’s ideas, voices are visible in all planning cycle documents. We will see higher levels of engagement and more ownership in all children’s learning. Planning documents clearly record children’s own ideas, questions and interests. Observations document children’s active participation and staff’s learning experiences link to children’s contributions leading to a more child led dynamic curriculum.  Quantitative data such as an increase in attendance for all children to 95% and above in order to ensure all children are meeting their developmental milestones. We will also see an increase in children’s achievements with nearly all children achieving their developmental milestones and beyond.  Through staff participation in moderation we will see in staff more confident and consistent in professional judgements. Staff will become more assured when participating in rich discussions, peer learning and learning transferable skills that can utilised within playroom practices.  A robust Numeracy programme will be devised using Inverclyde Council’s Numeracy Framework. SLT will regularly monitor children’s individual progress in Numeracy through playroom observations and the use of Skills Assessment Trackers. Also an Increase in children reaching the developmental milestone and beyond targets in Numeracy before their transition to school. Staff will confidently deliver diverse numeracy through all aspects of children’s learning. |