East Dunbartonshire: Education Service

Framework for Centre Improvement Planning 2026 – 29

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"Our children and young people are safe, healthy and ready to learn"

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •

Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

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Section 1: School Information and 3 Year Improvement Plan Priorities	
Establishment	Craighead Early Years Centre
Head Teacher	Lynne Stewart
Link QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale

Our Vision

Our vision is to be the best we can be in a loving, happy, inclusive environment.

We Value

- Fun
- Safety
- Happiness
- Being Responsive
- Parental Involvement
- Care and Nurture
- Following Children's Interests

Our Aims and Objectives

To have happy, confident children who are motivated to explore, play and try new things.
To be reflective and responsive to our children's, parent's and staff's interests, needs and opinions.
To have an environment that provides fun, stimulating and challenging learning experiences.
To develop a child-centred curriculum which follows their developmental needs and interests, and is extended by staff.

Current Standards & Quality Report

Please view our S&Q report published June 2025 using the link below:

http://www.craighead.e-dunbarton.sch.uk/media/yutevebg/sq-report-june-2025.pdf

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	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2026/27**	**2027/28**	**2028/29**
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum	Pedagogy

Section 2: Improvement Priority 1	
Establishment	Craighead Early Years Centre
Improvement Priority 1	Wellbeing & Inclusion – Rights Journey & Up, Up and Away (year 2)
Strategic Leads	Depute Head teacher, Senior Early Years Worker, Early Years Teacher and Early Years Workers In collaboration with East Dunbartonshire Council, Education Scotland and Partner Learning Providers

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	CI Quality Framework
Inclusion & Empowerment Child centred & Future Focused Family & Community Partnerships	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships Priority 2: Learning & Teaching	Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing	Wellbeing, inclusion and equality (HMIE) Nurturing care and support (CI) Play and learning (CI)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement

• Staff Leadership roles: Literacy Champion, Dyslexia Champion, Numeracy Champion, UNCRC lead, Wellbeing Lead & Autism Adviser • PSAs leading interventions • Teaching and Learning Committee, RRS Committee - observing and giving feedback on quality learning and teaching • Moderation Activities at stage meetings	• 'Respect Me' website and resources • Rights Respecting Schools resources • UNCRC Silver resource supports – charter banners for playground and shared spaces • Staff, children and families • Time and space • Rotas and schedules • Guidance, policies and procedures	• Stay and Play sessions • Curriculum events and information sharing • Care plan meetings /updates • Learning journal contributions • Involvement in evaluation of centre and practice through surveys
Professional Learning	**Interventions for Equity**	**Additional Information**
• Professional reading/ viewing online materials • Quality assurance processes - peer/ SLT/professional discussions/ observations • Attending PLC groups in line with Champion Role • Professional learning calendar • Peer engagement – sharing good practice • Updating knowledge through professional reading and further studies	• social & emotional wellbeing • targeted approaches to literacy & numeracy • differentiated support • use of evidence & data	• RRS pupil committee / school buddies to support

Links to UNCRC Rights

Article 2: Inclusive practice ensures every child is treated fairly and without discrimination
Article 3: The Circle Framework supports planning in the best interests of each child
Article 12: Learner voice is central to inclusive planning and RRS work, promoting agency and participation
Article 23: Children with additional support needs are supported through adapted environments and personalised approaches

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
Working towards Silver accreditation we will support children to build confidence, develop respect for themselves and others, and understand their rights and responsibilities, creating a more caring and inclusive learning environment. All children have awareness of their rights as individuals and can talk about them using appropriate language.	Reinforce UNCRC rights through daily interactions, displays, and planning.	Children's rights are evident in all practice and policy.	August 2026 in set day onwards	
	Family involvement – continue with Rosie bear and sharing her journey through learning journals.	Engagement with families online / in person.	August onwards New starts – Jan 2027	
	Individual skills and achievements are celebrated and shared with parents/carers - displayed around centre / learning journals.	Achievements moments boards. Learning journals. Playroom environment.	Termly: August 2026 January 2027 April 2027	
Children will confidently understand and demonstrate 4 identified rights *'Right to play', 'Right to be heard', Right to active & healthy', 'Right to education'* Children develop their skills through four capacities of learning as successful learners, confident individuals, effective contributors and responsible citizens	Rights language used regularly by staff and children, visible in the environment.	Observations / learning walks.	September 2026	
	Plan activities around Article of the term with links to play and current themes.	Group time / ambassador time to share learning.	August 2026 onwards	
		Measure impact on well-being during termly evaluations – Ferre Laevers observations	September 2026 January 2027 May 2027	

	Gather evidence (photos, quotes, planning) for Silver Award submission.	Folder or digital evidence complete and submitted.	By May 2027	
Up, up and away (year 2) Continuing to develop and sustain the inclusive learning environment.	Identify learners for targeted/ universal supports as outlined in the CIRCLE Toolkit.	Supports embedded into daily practice; reflected in planning.	Termly: August 2026 January 2027 April 2027	
Staff will begin the implementation process of sections 3 - optimise opportunity for the child and section 4 - planning to meet children's needs /wellbeing tool	Introduce consistent wellbeing check-ins and assessments (e.g., mood boards, emotional literacy prompts, inviting calm / sensory appropriate areas).	Children show increasing ability to name and manage emotions. Completed and tracked assessments.	September onwards	
	Embed nurturing approaches (e.g., co regulation, emotional coaching, wellbeing buddies).	Strong adult-child relationships; reduced incidents of dysregulation.	September onwards	
	Staff training on resilience building using the SHANARRI indicators. (Trauma training)	Staff demonstrate knowledge and confidence in wellbeing strategies. Completion of module 1 & 2 on noodle.	By January 2027	

Section 2: Improvement Priority 2	
Establishment	Craighead Early Years Centre
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	Head teacher, Senior Early Years Worker, Early Years Teacher and Early Years Workers In collaboration with East Dunbartonshire Council, Education Scotland and Partner Learning Providers

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	CI Quality Framework

• Child Centred & Future Focused	• Priority 4: Curriculum • Priority 7: Skills for Learning, Life & Work • Priority 2: Learning & Teaching	• Improvement in achievement, particularly in literacy and numeracy. • Improvement in skills and sustained, positive school-leaver destinations for all	Staff skills, knowledge, values and deployment (CI) Children experience high quality spaces (CI) Play and learning (CI)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Leading and implementing opportunities within Champion Role • Sharing of good practice • Representing centre at workshops and meetings	• Time - for meetings and in-set agendas • Training sessions • Equipment audit • Supporting resources	• Family Feedback – glow surveys • Information and learning showcased for families (tagged 'skills'). Families can show skills learned out with the school environment. • Parent 'stay and play' sessions and sharing the learning events • 'Parents as Partners' workshops focusing on 'My Job and the Skills I need' including parents and wider community/local businesses.
Professional Learning	**Interventions for Equity**	**Additional Information**
• Skills Development Scotland professional learning on Meta-skills/ self-directed learning of staff • Play and enquiry pedagogy (Education Scotland) • EDC Play/ Enquiry professional learning opportunities and Play/PEBL PLC participation identified in professional learning calendar	• employability & skills development	• Play resources • STEM resources • SDS resources and materials

Links to UNCRC Rights

Article 12: Pupil voice shapes play and enquiry, developing leadership and collaboration
Article 13: Creative play builds expression and critical thinking
Article 28: Inclusive access to play supports equity and engagement
Article 29: Enquiry nurtures talents and life skills like resilience
Article 31: Play as a right promotes wellbeing and participation

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Termly update
All staff will have a good knowledge of meta skills and become familiar with the Meta Skills Land framework, enabling consistent language, shared understanding and effective use across learning and teaching.	Staff baseline measuring confidence and knowledge of the meta-skills and their application across the curriculum. Post-implementation Glow Forms.	Glow Forms Data will be used to inform development of priority.	August 2026 onwards.	
	Introduction / Overview: Meta-skills staff session to provide overview, process of introducing these, resources – Example of how this can be introduced at a range of levels • Skills Development Scotland resources –Meta-Skills Characters / Meta Skills Land	Staff contributions. All staff report an increased understanding of meta skills in a post-training survey.	August Inservice Day Collegiate sessions. Implementation Aug – Oct 2026.	

	• What does it look like, sound like, feel like?			
	Application, Self-Evaluation & **Recognition:** Children will recognise when each focus skill is being used and celebrate this (stickers, photos of meta-skills) Children will be supported to self-assess their application of skills across learning	TEAMS skills page for all school and EYC staff. Skills Development Scotland Self-Assessment resources. Skills displays across the playroom / outdoors.		
All children will benefit from consistent tracking of meta-skills	Meta-skill of the month to be introduced from October using Meta-skills Land. SDS progression framework included in planning.	Meta-skills stickers in use to recognise achievement SDS progression framework in use – learning journals Routines show meta-skills language and application of meta-skills. Home learning activities created and shared on learning journals.	August onwards.	
All children will demonstrate high levels of curiosity and problem-solving skills through play.	Meta-skills tracking tools developed and incorporated in planning.	Observations. Play planning documentation. Displays / Big Learning Books for target areas.		
	Planned play experiences linked to relevant skills. Learner evaluation of skills utilised through play. Skills incorporated into Medium term play planning.		Sept– May 2026	
		Observations. Learning journals / floor book evidence.	Dec – May 2027	
		Updated play planning.	Dec- May 2027	

CIC: EYC teacher and key staff will have an increased knowledge and understanding of curriculum improvement cycle. EYC teacher and key staff will familiarise themselves with new technical frameworks and engage in professional learning in preparation for Scotland's New Curriculum launch	Inset day sessions will provide opportunities for familiarisation, acquisition of professional knowledge and deepened understanding of the rationale behind the Curriculum improvement Cycle. Curriculum development meetings will provide dedicated time to consider and digest the released technical framework exemplars.	Pre/post staff surveys PRD meetings Staff meeting presentations Imagine Leadership: Curriculum group tasks (HT to feedback).	October – December 2026	