East Dunbartonshire: Education Service

Framework for School 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)

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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.

Section 1: School/Establishmnet Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Lennoxtown Early Years Centre**
Head Teacher/ Manager	**Jennifer Murphy – Head Teacher** **Lauren Brown – Depute Head of Centre**
Link QIO	**Leona Stewart**

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
Early Years Centre - Lennoxtown Primary
Current Standards & Quality Report
https://sway.cloud.microsoft/expPSf8wxLMdLBL9?ref=Link

	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	**Play Pedagogy with Embedded Meta Skills**	**Curriculum** • **CIC Implementation Planning**	**Pedagogy** • **CIC Implementation**

Section 2: Improvement Priority 1	
School/Establishment	**Lennoxtown Early Years Centre**
Improvement Priority 1	**Wellbeing & Inclusion**
Strategic Leads	Senior Leadership Team

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Inclusion & Empowerment Family & Community Partnerships Equity & Opportunity	Priority 6: Wellbeing & Inclusion Priority 1: Leadership Priority 5: Partnerships	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 Closing the attainment gap between the most and least disadvantaged children	Leadership of continuous improvement (HMIE) Nurturing care and support (CI) Wellbeing, inclusion and equality (HMIE)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Children's Rights Champion & Group Makaton Champion Up up and Away Champion Family Partnership Champion Wellbeing Working Party	Rights Respecting School Resources Makaton Training and Resources Up up and Away materials Quality Assurance Calander Staff Time off Floor for Audits and Monitoring Family Workshop Materials	Stay and Play Sessions Family Consultation Makaton Family sessions Learning Journals Parent Surveys Sway Newsletters
Professional Learning	**Interventions for Equity**	**Additional Information**
UNCRC Training Rights Respecting Schools – Bronze Award Makaton Training Up up and Away training Emotion Coaching Nurture Approaches Self-Evaluation Peer Observations	social & emotional wellbeing Differentiated Support Partnership Working Professional Learning and Leadership	As a new leadership team, there is a need to establish a clear baseline of current strengths and areas for development relating to wellbeing, inclusion, children's rights and communication. Through the Rights Respecting Schools Bronze Award, Makaton Friendly Accreditation and Up, Up and away approaches, the centre will strengthen children's wellbeing, communication, resilience and sense of belonging. Quality assurance activities will support ongoing evaluation and inform future improvement planning.

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
Almost all children demonstrate an increased awareness of their rights and are actively involved in decisions affecting their learning and play, with child voice demonstrating growing confidence in expressing the rights and feelings of others. **Integrity**	Establish a rights group involving children and staff Work towards the rights respecting schools bronze award Introduce and embed rights of the term Strengthen child voice within planning, floorbooks and evaluations.	Pre and post questionnaire to demonstrate progress against bronze award criteria Termly sampling of child voice to evidence children's understanding of rights and ability to express their views Floor book and planning monitoring monthly.	August 26 – Rights Group and register for award Jan 27 – Review of children's understanding, child voice and progress against action plan May 27 – Final audit and evaluation June 2027 – Bronze award submitted	
Almost all children experience accessible and inclusive communication through the consistent use of Makaton, supporting them to express their needs, choices and ideas and develop their communicating skills	Makaton Champion identified. Sign of the Fortnight embedded. All staff to receive Makaton training. Makaton used in routines, transitions and learning experiences. Family engagement opportunities.	Pre and post staff confidence questionnaire. Monthly peer observations to audit Makaton consistency family feedback on awareness and use of Makaton Makaton accreditation by June 2027	September – prequestionnaire Jan 27 – staff confidence and practice review May 27 – post questionnaire and final audit June 27 – accreditation submitted	

during everyday interactions.				
Most staff confidently use the up up and away toolkit to identify children's strengths, barriers and support needs at the earliest opportunity, with wellbeing tracking demonstrating that appropriate support is identified to help children develop confidence, resilience and their ability to **adapt.**	Establish baseline of staff confidence in up up and away. Provide whole team with refresher sessions Agree clear expectations for how and when the toolkit should be used Use the toolkit to identify strengths, barriers and additional support needs. Use up up and away to support key transitions Use findings to inform appropriate interventions and partnership working.	Pre and post staff confidence questionnaires. Monthly monitoring of planning and observations Wellbeing tracking demonstrating earlier recognition of strengths, barriers and support needs Evidence that identified needs lead to appropriate interventions/support.	August 26 – establish pre questionnaires and sign up for appropriate professional learning January 27 – review of implemtation and staff confidence through fortnightly staff meetings May 27 – Post confidence questionnaire June 27 – evaluate impact and identify next steps	
Learning environments promote wellbeing, inclusion, independence and engagement through the use of Up up and away audit tools, with environment audits	Complete up up and away environment audits across all playrooms Include indoor and outdoor learning environments	PDSA paperwork demonstrating progress from start to finish Termly learning walks to evaluate consistency across the centre Child voice demonstrating children's ability access,	September 26 – pre audits Jan 27 – midpoint audit and learning walk May 27 – final audit and child voice	

demonstrating increased opportunities for children to make choices, express themselves and show **Initiative** within their learning.	Identify strengths and manageable areas for development from each audit Develop playroom action plans in response to findings Make changes to environments based on children's individual and collective needs Revisit audits termly	influence and make choices within environments	Jun 27 – evaluate impact and agree next steps	

Section 2: Improvement Priority 2	
School/Establishment	**Lennoxtown EYC**
Improvement Priority 2	**Play Pedagogy with Embedded Meta Skills**
Strategic Leads	Senior Leadership Team

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Learning & Teaching Inclusion & Empowerment Equity & Opportunity	Priority 2: Learning & Teaching Priority 4: Curriculum Priority 7: Skills for Learning, Life & Work	Improvement in achievement, particularly in literacy and numeracy.	Play and learning (CI) Learning teaching and assessment (HMIE) Curriculum (HMIE)

		Improvement in skills and sustained, positive school-leaver destinations for all Closing the attainment gap between the most and least disadvantaged children	

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
STEM Champion Literacy Champion Play Pedagogy Champion Frobel Champion Outdoor Learning Champion	Adventures with Alice Sharp resources STEM Nation Resources STEM Nation self-evaluation toolkit Frobel Training and professional reading Loose parts resources Open-ended STEM materials Outdoor Learning Resources Meta Skills progression framework	STEM Home learning bags Literacy workshops Stay and play sessions Home Learning bags Learning Journals Family Learning Events Sway newsletters showcasing meta skills
Professional Learning	**Interventions for Equity**	**Additional Information**
Adventures with Alice Sharp STEM Nation Award framework Frobel principles (0-3 working party) Meta Skills progression framework Learning through Play Outdoor Learning Peer Observations Moderation and Quality Assurance	high quality learning experience targeted approaches to literacy & numeracy use of evidence & data professional learning & leadership	There is a need to develop a shared understanding of high-quality play pedagogy and strengthen staff confidence in planning, observing and evaluating children's learning through play. Through Adventures with Alice Sharp, the STEM Nation journey, Frobel-informed practice and the development of meta skills, staff will create rich learning environments which promote curiosity, communication, creativity, collaboration and critical thinking. Quality assurance processes will support continuous improvement and

		ensure evidence-based evaluation of children's progress and attainment.

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
Almost all children experience high-quality play where their interests lead learning. Through skilled interactions, children become confident thinkers, problem-solvers and decision makers, developing their **Critical Thinking** skills, evidenced through termly observation monitoring.	Review and develop play pedagogy across the centre Quality assurance of adult interactions Develop environments to support sustained thinking	Termly Peer observations Monthly: Floorbook audit Observations Learning walks	Begin: September 2026 Midpoint Review: January 2027 Final evaluation: May 2027	
Most children confidently ask questions, investigate, explore and test their own ideas through exciting STEM	Introduce STEM nation Framework Stem Champion STEM Challenges indoors and outdoors	Pre and Post STEM Audit Children's observations Monthly learning journals and floor book sampling	Begin: September 2026 Midpoint Review: February 2027 Final evaluation: June 2027	

experiences. Children develop **Curiosity** and resilience as they discover how things work and learn through trial and error, evidenced through children's observations.	Staff professional learning			
Almost all children become confident communicators who enjoy sharing ideas, telling stories and expressing themselves through play, conversations and meaningful literacy experiences, evidenced through monthly observation sampling. **Communicating**	Embed Adventures with Alice Sharp approached across the centre. Develop literacy rich environments and high-quality interactions.	Termly literacy audit Monthly observation sampling Daily storytelling Termly family literacy opportunities	Begin: August 2026 Midpoint Review: November 2026 Final evaluation: March 2027	
Almost all children enjoy meaningful outdoor learning every day, developing **Creativity**, confidence and independence while exploring nature, taking managed risks and learning within their	Daily outdoor learning Weekly local walks Outdoor learning champion Nature experiences	Termly environment audit Monthly learning walks Observations, Learning journals and child voice	Begin: August 2026 Midpoint Review: March 2027 Final evaluation: July 2027	

local community, evidenced through child voice.				
Almost all children aged 0-3 experience warm, nurturing relationships and rich play opportunities which support them to build confidence and **collaborate** with others, evidenced through monthly practitioner reflections.	Frobel working party Professional reading for staff	All staff to read Frobel working party minutes Monthly practitioner reflections Monthly environment audits Monthly practitioner reflections	Begin: August 2026 Midpoint Review: February 2026 Final evaluation: June 2027	