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)

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.

Framework for School Improvement Planning 2026 – 29

Section 1: School/Establishmnet Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Lairdsland Early Years Centre**
Head Teacher/ Manager	**Lesley Davidson, Fiona Donaghey., Michelle Baxter, Erin MacLean**
Link QIO	Leona Stewart

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
Link to website.
Current Standards & Quality Report
Link to website and/or SWAY.

	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 • CIC Implementation Planning	Pedagogy • CIC Implementation
Priority 3			

Section 2: Improvement Priority 1	
School/Establishment	**Lairdsland Early Years Centre**
Improvement Priority 1	**Wellbeing & Inclusion – Focus through Literacy and Language - UUA**
Strategic Leads	HT, DHoC, EY Senior, EY Teacher

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Inclusion & Empowerment Choose an item. Choose an item.	Delete / copy as required Priority 6: Wellbeing & Inclusion Choose an item. Choose an item.	Delete / copy as required 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 Choose an item.	Delete / copy as required Wellbeing, inclusion and equality (HMIE) Play and learning (CI) Staff skills, knowledge, values and deployment (CI)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Language and Communication Friendly Establishment (LCFE) Champion and Literacy Champion to lead on talk strategies and celebrating achievement. EYWs - lead and participate in best practice visits. Plan, Do, Study, Act (PDSA) test of change to evaluate impact of change.	Education Scotland's CIRCLE Up, Up and Away Resource Home literacy rich environment tool and plan Observation tool and supporting materials Examples of best practice observations Time from Inset days	Formal reporting through the child's plan, learning journals and parent meetings Curriculum afternoon/evening Stay and play sessions to share learning Curriculum Newsletters (termly) Team Around the Child Meetings

Professional Learning	Interventions for Equity	Additional Information
This improvement priority aligns to Priority 1. • Professional learning in observation: • Questions for reflection about observation • Focused observation, short, spontaneous and informal observations, selective observations and key activity observations • Using the observation tool from the CIRCLE framework	Delete / copy as required high quality learning experience	

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
By June 2027, 90% of children will make very good progress from their individual starting points in literacy, numeracy and health and wellbeing, as demonstrated through assessment evidence, learner conversations and tracking data.	• Staff will identify children who require literacy support as early as possible. • Staff will use information gathered from observations to identify tools to	• Observations • Area audits and evaluations. • Planning • Tracking	• Checkpoints for evidence data October January March	

By June 2027, 100% of identified children with barriers to learning and development in literacy will receive targeted support and intervention. At least 80% of these children will demonstrate measurable progress from their baseline assessment in identified literacy skills, evidenced through tracking data, observations, assessment results and attainment meetings.	support literacy development. • Staff will use stage-appropriate tools and strategies to support literacy development. • Staff will participate in professional learning to improve their knowledge and skills in observations. • Staff will use the UUA observation tool to record type of observation, context, skills focus, milestones and developmental needs. • Full Implementation of progression Frameworks	• Data/analysis from CIRCLE/UUA observation tool • Feedback from Support for All and Team Around the Child meetings		
By June 2027, indoor and outdoor learning environments will be enhanced through the provision of high-	• Staff will support parents in sharing ideas for building	• Data from a range of tools, including environmental evaluation tools and	• August 2026-June 2027	

quality, accessible literacy resources and planned literacy-rich experiences. **Learning walks, observations and evaluation of provision will show that literacy opportunities are consistently available across all areas, resulting in at least 90% of children demonstrating increased engagement and progress in literacy from their individual starting points.**	strong foundations in literacy. • Staff will promote and celebrate diversity. • Continuous Provision Planners • Learning walk evidence • Ferre Laevers engagement observations • Planning timetables • Minutes form planning meetings • Core Provision planners	observation tools from the Up, Up and Away framework. • Planning • Tracking • Learning Walks • Area Audits • Floorbooks		

By June 2027, all children will participate in planned language and communication experiences daily, with targeted interventions provided where required. Assessment and tracking data will show that at least 85% of children achieve age-appropriate milestones in listening, talking and communication.	• Interventions – Teaching Talking, Talk for writing • Embed Adventures with Alice Training • Working party on Literacy and UUA			
By June 2027, all families will be provided with regular opportunities, guidance and resources to support literacy development at home, including access to books, literacy packs and home learning activities. Engagement records and family feedback will show that at least 50% of families participate in literacy learning at home,	• Staff will support parents to use the home literacy rich environment tool. • • Staff will establish a lending library as a home link and encourage parents and children to access it. • Staff will offer support, including input from the literacy/family champion.	• Data from home literacy rich environment tool. • Analysis of strengths and gaps/challenges. • Feedback from stay and play sessions, Bookbug sessions and bespoke family support.	• August 2026-June 2027	

contributing to measurable progress in children's literacy skills from their individual starting points."	• Staff will create opportunities for family engagement in literacy activities within the centre. • Staff will signpost families to external supports and resources.			

Section 2: Improvement Priority 2	
School/Establishment	**Lairdsland Early Years Centre**
Improvement Priority 2	**Pedagogy & Meta-Skills**
Strategic Leads	HT.DHOC, SETW EY Teacher

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Learning & Teaching Choose an item. Choose an item.	Delete / copy as required Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking Choose an item.	Delete / copy as required Improvement in achievement, particularly in literacy and numeracy. Choose an item. Choose an item.	Delete / copy as required Learning teaching and assessment (HMIE) Children's progress (HMIE) Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• HT to lead improvement strategy group in learning and teaching • Literacy Champion Forum. • EYWs - lead and participate in best practice visits.	• New Literacy Strategy & Framework for Equity • Literacy Early Level Progression Frameworks • New Quality Improvement Framework for ELC • Realising the Ambition: Being Me	• Formal reporting through the child's plan, learning adventures and parent meetings • Curriculum afternoon/evening • Stay and play sessions to share learning • Curriculum Newsletters (termly) • Team Around the Child Meetings • Parental feedback, questionnaires/surveys

• Teacher led Plan, Do, Study, Act test of change to evaluate impact of change. • DHoC/ NT Tracking Working Party	• EDC Being Me Under 3 • Guidance for tracking • Time from Inset days/cover for CLPL	
Professional Learning	**Interventions for Equity**	**Additional Information**
• EDC Literacy Strategy & Framework for Equity in Literacy – awareness raising for all staff • Approaches to planning, assessment and tracking (including progression frameworks) – Nursery teacher to lead with EYWs • Putting pedagogy into practice – Head Teacher to lead with all staff (revisit play pedagogy from *Realising the Ambition*) • Schematic play – Depute Head of Centre to lead with all staff in 2-3 Room • Early level core/meta skills – Acting Principal Teacher to lead with all staff (linked to play pedagogy) • Reciprocal visits to observe/moderate literacy across early level – P1 teachers and Early Years Centre teachers and practitioners • Peer observation and sharing good practice, including visits to other establishments	Delete / copy as required high quality learning experience	

• Weekly meetings between the Nursery Teacher, EY Senior and EYWs to support the transition to electronic planning, using progression frameworks and identifying next steps.		

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
By June 2027, all children will have daily access to high-quality, literacy-rich indoor and outdoor learning environments. Termly environment audits and observations will demonstrate that literacy resources are accessible, engaging and purposefully integrated across all learning areas, with at least 90% of children regularly	• EYWs will develop literacy rich areas indoors and outdoors.	• Environmental audits. • Planning, including child led, responsive • Pre and post area evaluations	• August 2026 -June 2027	

engaging in literacy experiences and making progress in literacy development from their individual starting points.				
By June 2027, all children will have regular opportunities to contribute to the planning and development of indoor and outdoor learning areas through discussions, observations, floor books and learner voice activities	• EYWs will co-construct areas with children.	• Pre/post photographs of areas • Learner voice • Planning, including child led, responsive • Floorbooks	• August 2026-June 2027	
By June 2027, all children will participate in daily high-quality language and communication experiences, including conversations, storytelling, singing, role play and group discussions. Planned observations, assessments and tracking data will demonstrate that	• All staff will model language and communication skills. • EYWs will identify core/meta skills in children's play. • EYWs will integrate opportunities for children to talk, sing, rhyme, and play with sounds, words and print.	• Observations • Learner voice • Self-evaluation of child-child and child-adult interactions.	• August 2026-June 2027 Check point October February April	

at least 90% of children have made expected or better progress in listening, talking and vocabulary development from their individual starting points, with targeted support provided for those requiring additional intervention. **.**	• Nursery teacher will support EYWs to develop emergent writing skills through black line drawings.			
By June 2027, at least 90% of children will make very good progress from their individual starting points across Early Level learning. Tracking data, observations, learner profiles and professional judgements will demonstrate sustained progress in literacy, numeracy and health and wellbeing, with targeted support and challenge ensuring children achieve their full potential.	• Nursery teacher and EY Senior will support EYWs through weekly meetings to use new tracker in learning adventures. • All staff will participate in professional learning, using literacy progression frameworks, core/meta skills and Curriculum for Excellence to develop their knowledge of progression across Early Level. • Nursery teacher will participate in moderation across	• Observations • Tracking data • Pre and post evaluations from Inset day training and professional learning • Quality assurance of learning adventures • Early Level moderation evidence. • Transition evidence.	• Evidence gathered by May 2027	

	early level with Lairdsland Primary School			
By June 2027, all children in the 2-3s room will access stimulating, engaging and appropriately challenging indoor and outdoor play spaces on a daily basis. Termly environment audits, observations and wellbeing indicators will show that play spaces are responsive to children's interests and developmental needs, with at least 90% of children demonstrating sustained engagement, curiosity and active participation in their learning and play experiences.	• Staff in the 2-3 room will revisit schematic play as part of their professional learning. • The 2-3 Room Pedagogy Champion, supported by the EY Senior, will carry out a schematic play audit.	• Photographs of 2-3 Room • Pre and post professional learning evaluations. • Progress in Being me under 3	• August 2026-June 2027 • Check point September November January April	
By June 2027, all practitioners in the 2-3s room will develop a shared understanding of schematic play through professional	• Schematic environment/resource tracker developed • Training for new staff in Being me under 3 • Review Room Audits	• Online Learning • Being Me under 3 • Pre and post confidence questionnaires • Learning Walks	August December March	

learning, discussion and observation. Evidence from planning, floor books and learning journals will demonstrate that schemas are consistently identified, recognised and used to inform experiences and environment design, resulting in at least 90% of children accessing play opportunities that support their observed schematic interests and developmental		• Room Audits	May	

Centre Improvement Plans should be emailed to the link Quality Improvement Officer by 19th June 2026.