

Framework for Centre Improvement Planning 2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Cleddens EYC
Head Teacher / Head of Centre	Isabel Bott
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale	
	 Vision, Values & Aims Working Docu

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2025/2026	2026/2027	2027/2028
Priority 1	Up, Up and Away	Up, Up and Away	Up, Up and Away
Priority 2	Using the local community & environment to enhance children's learning opportunities and well-being	Intergenerational Learning	Enhance staff skills and knowledge in providing science experiences for children
Priority 3	Enhance staff skills and knowledge in providing numeracy experiences for children	Enhance tracking to ensure progression in all curricular areas	Enhance staff skills and knowledge in providing communication and literacy experiences for children

Section 2: Improvement Priority 2	
Early Years Centre	Cleddens EYC

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Improvement Priority 1	Up, Up and Away
Person(s) Responsible	HOC, DHOC Up, Up and Away Mentors (TBC) SEYW NT

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
- Improvement in children and young people's health and wellbeing; - Improvement in achievement, particularly in Literacy and Numeracy. .Placing human rights and needs of every child and young person at the centre of education	School and ELC leadership Teacher and Practitioner professionalism School and ELC improvement	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.2 Ensuring children's progress	4.1 Staff skills, knowledge and values 1.1 Nurture, care and support 3.2 Leadership of play and learning	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements
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Up, up and away mentors will be trained in order to support other staff	Training factored in to plan for in-service day Mentors to be selected for additional training and time allocated for staff to attend training
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Professional Learning	Parental Engagement and Involvement
- Attendance at all training sessions - Additional reading - Up, Up & Away training for All staff August In-service day – half day online - Engagement with Up, Up & Away documentation (Broken down into smaller chunks) - Collaboration with Up, Up & Away pilot centres from 2024/2025 (Auchinairn EYC) - Coaching and mentoring from ELSTs and QIO - HOC/DHOCs to cascade learning from additional training	- Learning journals/ parent communication - Wall displays/ noticeboards - Curriculum evenings - Induction presentations - Stay and play sessions - Home Links - Information sessions for parents

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners	Activities agreed through PDR processes – e.g. leadership / champion roles. 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?	
Introduction to the up, up and away document to promote awareness of the document and support a universal	All staff will attend training during in service/ catch up sessions to be	Training record kept of attendance- additional sessions for those who cannot attend the initial training.	Termly	

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approach to inclusion and well being	arranged for those who cannot attend - HOC/DHOCs to attend PLCS and online training - Training programme for appointed mentors - Professional reading for staff – broken down into small chunks	- Pre and post questionnaires for staff on their skills/ knowledge - Collate information from questionnaires and determine next steps for training/ professional learning	Aug 25 Jan 26 Aug-Oct 25	
Staff to implement the documentation and training through their daily practice to create a whole team approach. As a result, almost all children will feel included and supported.	- SMT will have an overview of how/ when each stage of the document will be implemented. - Mentors will work through these identified stages and support staff to implement this in the playroom - Evaluation of the impact as each stage is implemented - Highlight areas of development	- Create action plan and timetable for implementation. - SMT to check in with mentors regarding how the roll out of the programme is progressing. - Identify actions from the literacy rich environment tools. - Collate feedback from staff and parents and share progress updates - Update action plan to reflect findings from evaluation and feedback	Oct 25 Oct 25, Dec 25, Feb 26, Apr 26 Oct 25 Termly Termly	

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All children will feel supported to access an environment that is inclusive and literacy rich.	Observe and evaluate play opportunities and areas to ensure that we are providing a literacy rich environment	- SMT learning walks - Peer observations - Visits to pilot centres - Role modelling by SLT and mentors - Regular review and updates to action plan	Termly Termly ongoing Termly Sept 25	
Mentor will have an increased awareness of providing an inclusive learning environment and will ensure a collaborative working approach across the team to improve outcomes for children.	- Opportunities to visit pilot centres to review their practice. - Engagement with the resources in the Glow Team tile. - Coaching support given to practitioners by Mentor. •Support from QIO.	- Mentor training records updated - PDSA for individual identified areas of the setting to review. - Floor books with pre and post photos, observations and comments. - Learning Journal monitoring - Action plans for children reflect an improved understanding of developmental stages and how best to support children.	Termly Termly Jul 26 Monthly Termly	
All children will feel listened to and supported where	Staff will be introduced to the Reflective tool for Enriching Communication.	Reflective tool to be used by practitioners as a self-	Apr 26	

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children will receive purposeful and meaningful interactions from staff.	Practitioner reflection on communication practice.	- reflective tool and as part of peer observations. - Review and evaluate and identify any improvements		
Mentor practitioner to become familiar with the variety of tools within the documentation to support child progress	- Risk and Resilience tool - Observation Tools - Identify stages tool - Wellbeing Tool	- Mentor meeting supported by SMT to share understanding - Improved action plan outcomes and targets for individual children. - Staff questionnaire to measure confidence in implementing strategies and using documentation	Termly Termly May 26	
All staff to evaluate Year 1 of Up, Up and Away to ensure deeper implementation across the team and embedded in the setting to provide positive outcomes for children.	Regular evaluation and opportunities to provide feedback.	- Practitioner questionnaires - Mentor support	Jul 26	

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Section 2: Improvement Priority 3	
Early Years Centre	Cleddens EYC
Improvement Priority 2	Using the local community & environment to enhance children's learning opportunities and well-being
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HOC, DHOC, Community Engagement Champions (TBC) Family Champion

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
.Placing human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing; Choose an item.	Parent/carer engagement and family learning School and ELC leadership Choose an item.	Choose an item. QI 2.5 Family Learning QI 2.7 Partnerships	1.4 Family engagement 1.3 play and learning Choose an item.	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Choose an item.

Opportunities for Leadership	Resource Requirements
Community Engagement Champions Family Champion	Buggies Walk-o-diles Parental Outing Guidelines Staff Guidelines

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Professional Learning	Parental Engagement and Involvement
Professional reading Training to support risk assessment	Home links Curriculum evening Seasonal family walks In centre parent job talks and events

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. 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?	
Champions will ensure all children have the appropriate paperwork in place to safely participate in outing to the local area	- EV3 to be issued to all returning children - EV3 forms to be issued to all new starts at induction day Risk assessments for - Outings - Walk-o-diles - Buggies - Individual children	- Spreadsheet created to track children with completed EV3 forms. - Keyworker to check EV3 are completed during first visit. - Staff training records - TAC/Parent meetings will identify children requiring individual risk assessments	31 July 25 Monthly Termly	
All children will participate in at least one visit to the local	- Schedule for library visits - Parent support their child - Links with library staff	- Learning Journals - Displays - Children's questionnaires	Monthly	

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library to support literacy development	- Library card to borrow books - Guidance for parents & staff	Floor books		
Seasonal local walks	- I-pads for children to document walks, clipboards and checklists - Outdoor clothing - Wellies - Plant identification apps - Wildlife/bug identification app - GPS	- Pre and post walk surveys - Learning journals - Floor books - Displays	Oct 25, Feb 26, Apr 26, Jun 26	
The majority of pre-school children will be able to plan a visit to the local shop to buy resources for a cooking activity	- I-pads & recipe books - Money - Shopping lists	- Floor books - Learning Journals - Wall displays	Monthly	
World of work Sharing what family members and other community members do in their work.	- People to share work experiences with children - Books about different professions/job - Online research by children	- Children's questionnaires - Learning Journals - Floor books - Wall displays	May 26	

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Section 2: Improvement Priority 1	
Early Years Centre	Cleddens EYC
Improvement Priority 3	Enhance staff skills and knowledge in providing numeracy experiences for children
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HOC, DHOC, NT, EYW, Numeracy Champions EYST

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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- Closing the attainment gap between the most and least disadvantaged children and young people; - Improvement in achievement, particularly in Literacy and Numeracy. Choose an item.	School and ELC improvement Curriculum and assessment Choose an item.	QI 2.3 Learning, Teaching & Assessment Choose an item. Choose an item.	1.3 play and learning Choose an item. Choose an item.	Improvement in attainment in numeracy and Maths Choose an item. Choose an item.
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Opportunities for Leadership	Resource Requirements
Numeracy Champion STEM Champion	Early years numeracy and mathematics progression framework Open ended numeracy resources.

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Professional Learning	Parental Engagement and Involvement
Numeracy Champion Numeracy Training	Stay and Play Keyworker meetings with parents Home link bags Curriculum evening – numeracy focus

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. 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?	
Children will benefit from increased opportunities to develop their numeracy skills through a numeracy rich environment.	▪ Numeracy audits in every area of the EYC. ▪ Appropriate numeracy and maths resources for all staff to enhance play environment ▪ All staff will ensure numeracy is evident throughout the EYC. ▪ SLT and Peer observations with a numeracy focus to support staff development.	▪ Keyworker meetings with parents ▪ Tracking documentation to show gaps in numeracy. ▪ Pre and post tracking snap shots. ▪ Numeracy area audits ▪ Parent feedback, child feedback and staff feedback. ▪ SLT and Peer observations	▪ Termly keyworker meetings ▪ Termly tacking update ▪ SLT Observations ▪ Peer Observations	
Children will have opportunities to extend numeracy through skilled practitioners	▪ Staff training from early level support teachers to enhance staff's knowledge on numeracy. ▪ Staff to develop confidence using the early level progression framework.	▪ SLT observations and learning walks. ▪ Training on progression framework	Termly SLT observations Aug 25	

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	- Support staff with confidence in addressing gaps in learning and how to identify this. - SLT learning walks with focus of a numeracy rich environment			
Parents will be confident in supports numeracy skills in the early level at home.	- Numeracy champion to create numeracy home link bags to share with families. - Curriculum evening will have a numeracy focus	Parent and child feedback	February 26	
Children will benefit from highly trained knowledgeable staff	- Staff will receive training at in service days to enhance the environment - Staff will receive training on progression framework.	- Staff feedback. - SLT observations - Peer observations	Termly	
Children will benefit from gaps in the curriculum being closed by keyworkers	Staff will understand progression framework and know what experiences are best to support children's understanding on numeracy.	Pre and Post Tracking snap shot.	May 26	

East Dunbartonshire: Education Service

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