



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/Establishment Information and 3 Year Improvement Plan Priorities	
School/Establishment	Cleddens Early Years Centre
Head Teacher/Manager	Isabel Bott
Link QIO	Leona Stewart

School/ Establishment: Vision, Values & Aims and Curriculum Rationale	
 Cleddens Vision, Values & Aim Aug 2	 Cleddens Early Years Centre Curricu
Current Standards & Quality Report	
https://sway.cloud.microsoft/dMJPo3QngiFshRcN?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	Pedagogy & Meta-Skills	Curriculum CIC Implementation Planning	Pedagogy CIC Implementation

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Section 2: Improvement Priority 1			
School/Establishment	Cleddens Early Years Centre		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Isabel Bott/Donna Forbes –Up, up & Away Champions Christine Fox/ Claire Pender – Literacy & Communication Champions Christine Fox/Sarah Pollock – Nurture & Family Champions Isabel Bott/Linda Crozier – Healthy Living Champions Isabel Bott/Shannan McLellan – Community Engagement Champions		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Equity & Opportunity Child Centred & Future Focused Family & Community Partnerships	Priority 5: Partnerships Priority 6: Wellbeing & Inclusion	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	Staff skills, knowledge, values and deployment (CI) Nurturing care and support (CI) Wellbeing, inclusion and equality (HMIE)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Up, Up & Away Champions Roles Nurture Champion Roles Family Champion Role Literacy & Communication Champion Roles Community Engagement Champion Roles Healthy Living Champion Roles	Up, up & Away Document English as second language books Paths toolkit Time to attend training opportunities	Stay & play Newsletters Parents evenings Curriculum evening Parent workshops Family fun days Family walks TAC Meetings	

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Professional Learning	Interventions for Equity	Additional Information
Staff Training in use of UP, up & Away Makaton CP Training Trauma informed practice training Numeracy Champion Training Literacy/Communication Champion Training Visits to other centres	early intervention & prevention engaging beyond the school social & emotional wellbeing	

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
By May 2027, all staff will use communication strategies that meet children's individual needs, ensuring that 100% of children requiring support can access and	Staff to implement strategies to support communication for all children Use of concrete objects	All staff will use the reflective tool for enriching communication each term to assess impact for children. SLT learning walks to assess impact on practice	Oct, Jan, May	

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participate fully in learning and play experiences, evidenced through observations, planning, and developmental progress records. Meta skills development being aware of how their actions can affect others Literacy Champion - By July 2027, all staff will receive support from the Literacy Champion and consistently implement communication strategies matched to children's developmental stages, with practice monitored termly through observations and supervision, achieving 100% staff participation. Meta skill developed	• Visuals –Now & next • Makaton • BSL Monthly BLS signs provide by teacher of the deaf Makaton Training In house training on use of communication using concrete objects Literacy/Communication & Nurture Champions to lead with SLT	Peer Evaluations Holistic Tracker Next steps & Action Plans	Ongoing from Sept Oct 26 Feb 27 May 2027	
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Being able to join in with others in a one-to-one situation or part of a group				
By June 2027, all staff will confidently use Up. Up & Away materials to identify children requiring support, with assessments completed for all identified children and reviewed termly to inform appropriate next steps and interventions. Meta Skill Developed expressing themselves through play and storytelling, and talking about their learning	Risk and Resilience Tool, Observation Tool & Milestones and Warning Signs will be used to on children staff have identified as requiring support Wellbeing assessments Action plans ABC Observation Teacher support groups Support for all meeting Parents meetings Staff training in the use of Up, Up and Away Toolkits by Champions Parent Information sessions Parent postcards	Pre & Post audit of numbers of children being support through support for all Evaluations of action plans Observations Holistic tracker Next Step Feedback from parents Learning Journals	May 27 When required Termly Termly Oct 26 & Apr 27 May 27 Nov 26 Feb 27 Oct 26	

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	Curriculum evening Up, up & Away and family Champions to lead with SLT			
By June 2027, at least 75% of children aged 2 to 5 years will independently participate in self-serve lunches, demonstrating age-appropriate skills such as selecting food, serving themselves, and managing their place setting. Progress will be monitored termly through observations and mealtime assessments, with targeted support provided to children requiring additional assistance. Meta Skill Developed Being confident when faced with new situations and environments with a little support.	Additional housekeeper to support children (3-5 room) Parents & children select lunch daily –all rooms Children encourage to try new foods from around the world –all rooms Health pack lunch leaflets to support parents-all rooms All children allergies and needs are catered for but still allow choice –all rooms Children involved in snack menu and ordering food- (2-5year olds) Family lunches	Pre & post parent survey Child survey Observation Feedback from parents, children and staff Learning journals	Sept 26 & Feb27 Nov 26 Oct 26 for 3-5 & May 27 for under 3's Completed by Oct 27 Mar 27 Sept 26 Jan 27-Jun27	

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	Home cooking experiences Cooking home links Cooking workshops/demonstrations Nursery favourite healthy recipes cookbook Health Eating, Champions with SLT		Mar 27 June 26 May 27 May 27	
By June 2027, most children and families (at least 50%) will participate in planned outings that support wellbeing and healthy lifestyles, as evidenced through attendance records and family feedback collected throughout the year. Meta Skill Developed	Family walks Sports day Family Fun days Curriculum evening Community Champions with SLT	Registers of attendance Audit of healthy lifestyle aspect Communication to parents Feedback information from parents Children supporting the planning	Starting Sept 26 Dec 26, Oct 26 Apr 27 July 27	

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Beginning to plan, and enjoying completing a given task				
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Section 2: Improvement Priority 2	
School/Establishment	Cleddens Early Years Centre
Improvement Priority 2	Pedagogy & Meta-Skills
Strategic Leads	Isabel Bott/Audrey Hinton/ Claire Pender/Donna Forbes/Sarah Pollock/Linda Crozier 3-5 staff Christine Fox/Shannan McLellan – Under 3's staff

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Learning & Teaching Child Centred & Future Focused Family & Community Partnerships	Priority 3: Monitoring & Tracking Priority 4: Curriculum Priority 7: Skills for Learning, Life & Work	Improvement in skills and sustained, positive school-leaver destinations for all Improvement in attainment, particularly in literacy and numeracy.	Children's progress (HMIE) Play and learning (CI) Learning teaching and assessment (HMIE) Leadership of continuous improvement (HMIE) Curriculum (HMIE)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Literacy & Communication Champions	Froebel occupations resources	Stay & Play	

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Numeracy Champions Under 3's staff	Book in other languages for numeracy leading bears Resources to support numeracy & literacy in all areas Meta Skills resources /toolkits	Parent workshops Curriculum evening TAC meeting Support for All Learning Journals –sharing learning from home
Professional Learning	Interventions for Equity	Additional Information
Froebel Training Froebel research project Meta skills training Froebel friends Visits to other centres Collegiate working with other centres	targeted approaches to literacy & numeracy promoting healthy lifestyles employability & skills development	

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
By 31 March 2027, all children in the 0-2 room will access high-quality Froebelian-inspired learning experiences	Review of resources and environments to support Froebelian practice	Audits of resources and environment including photographs	Dec 26 Aug 26,	

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supported by appropriate resources that promote physical development, with progress evidenced through observations, developmental assessments, and learning records. This will be in collaboration with the Froebel Research project Meta Skill Developed Learning to work and play with others. Being confident when faced with new situations and environments with a little support.	Introduce Froebelian inspired experience in 0-2 & 2-3 room Visits to other centre (Local & Nationwide) Participation in research project Focus Group meetings Staff training – Froebel at Edinburgh Uni Staff training Professional reading Staff training in observation techniques SLT observation Peer observations Parent information leaflet	Pre – Post staff questionnaires Observations –child voice	May 27 Jun 27 Sept 26 to Jun 27 Mar 27 Dec 26 Oct 26 Sept 26	
A staff member will be identified to engage with meta skill training to support future	Staff training and professional reading	Feedback from Training Planning for cascading information	September 2026 December 2026	

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implementation within the centre. By June 2027, all staff will be introduced to and develop their understanding of relevant meta-skills identified within the Centre Improvement Plan, including those. Staff will participate in at least one professional learning opportunity and demonstrate some comprehension of these skills within their practice, resulting in improved practitioner confidence.	Introduction of the language in toolkits Set out the conditions for further implementation in 2027-2028 Practitioner confidence questionnaires before SMT and Meta Champ Input	Pre and Post Questionnaire to staff	April 2027 Pre confidence Questionnaire – October 2027 CIP provided to Staff – October 2027 SMT – Champ input Dec - February Post Questionnaire April 2027	
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