

Bearsden Early Years Centre Improvement Plan 2025/26

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Bearsden Early Years Centre
Head Teacher	Annamarie Conway
Depute Head of Centre	Claire White
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale			
<p>Our aspirational vision is to create a caring, happy community where everyone feels nurtured and supported.</p> <p>Our shared values are happiness, kindness and safety. All children are supported to enjoy their Rights through our centre aims:</p> <ul style="list-style-type: none"> To provide an inclusive environment where children are empowered to learn through play, both indoors and outdoors; and to become confident and independent learners. (UNCRC Articles 2, 29 & 31) To inspire children to be creative, imaginative and curious of their world and have their voice listened to. (UNCRC Articles 13 & 12) To encourage building resilience by helping children to face challenges and setbacks to build the foundation for lifelong learning (UNCRC Article 28) <p>Curriculum Rationale</p>			
Looking Forwards – 3 Year Improvement Plan Priorities			
Session	2025/ 26	2026/27	2027/28
Priority 1	Improving learning, teaching and assessment (Year 2) Literacy	Improving learning, teaching and assessment (Year 1) Numeracy	Improving learning, teaching and assessment (Year 2) Numeracy
Priority 2	Improving inclusive learning through <i>The Circle Up, Up and Away</i> (Year 2)	Improving Health & Wellbeing through Nurture	Learning through Sustainability: Keep Scotland Beautiful
Priority 3	Setting the Table New Quality Improvement Framework for Early Learning and Childcare	Parental engagement and involvement strategy Anti-bullying policy	Refresh vision, values and aims

There will be two centre improvement priorities to ensure the strategic improvement plan is manageable, measurable and achievable. Each improvement priority included clear outcomes for improvement in children's development, learning and wellbeing.

Bearsden Early Years Centre Improvement Plan 2025/26

Section 2: Improvement Priority 1	
Improvement Priority 1	Improving learning, teaching and assessment in Literacy (Year 2)
Person(s) Responsible	<i>Who will be leading the improvement? and Who will they collaborate with?</i> Head Teacher, Depute Head of Centre and Nursery Teacher Collaboration with Literacy Champions, the Acting Principal Teacher in Bearsden Primary, EDC Literacy Development Officer and Link Quality Improvement Officer.

NIF Priority	NIF Driver	HGIOELC 4 QIs	EDC Service Plan 2025-2028
Improvement in achievement, particularly in literacy and numeracy	Teacher and practitioner professionalism Curriculum and assessment	QI 2.3 Learning, Teaching & Assessment	Priority 2: Learning and teaching
Opportunities for Leadership	Resource Requirements		Parental Engagement and Involvement
HT to lead improvement strategy group in learning and teaching/thematic review. Literacy Champion Forum. EYWs - lead and participate in best practice visits. Plan, Do, Study, Act test of change to evaluate impact of change. Tracking Working Party	New Literacy Strategy & Framework for Equity Literacy Early Level Progression Frameworks New Quality Improvement Framework for ELC Realising the Ambition: Being Me EDC Being Me Under 3 Guidance for electronic tracking Setting the Table Guidance (2024) Time from Inset days/cover for CLPL	Formal reporting through the child’s plan, learning journals and parent meetings Curriculum evening Stay and play sessions to share learning Curriculum Newsletters (termly) Team Around the Child Meetings Parent Committee focus group	
Professional Learning			
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 <i>Realising the Ambition</i>) 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 Weekly meetings between the Nursery Teacher, EY Senior and EYWs to support the transition to electronic planning, using progression frameworks and identifying next steps.			

Bearsden Early Years Centre Improvement Plan 2025/26

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?	
3-5 Room				
All children will access literacy rich areas, indoors and outdoors	EYWs will develop literacy rich areas indoors and outdoors.	Environmental audits. Planning, including child led, responsive Pre and post area evaluations	August 2025 - June 2026	
All children will co-construct areas with adults, sharing their interests and opinions.	EYWs will co-construct areas with children.	Pre/post photographs of areas Learner voice Planning, including child led, responsive	August 2025- June 2026	
All children will develop their language and communication skills, including vocabulary. All children will see themselves as readers and writers.	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. Nursery teacher will support EYWs to develop emergent writing skills through black line drawings.	Observations Learner voice Self-evaluation of child-child and child-adult interactions.	August 2025- June 2026	
Almost all children will make very good progress across early level.	Nursery teacher and EY Senior will support EYWs through weekly meetings to use new electronic tracker in learning journals.	Observations Tracking data Pre and post evaluations from Inset day training and professional learning	Evidence gathered by May 2026.	

Bearsden Early Years Centre Improvement Plan 2025/26

	<p>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.</p> <p>Nursery teacher will participate in moderation across early level with Bearsden Primary and Oakburn EYC.</p>	<p>Quality assurance of learning journals</p> <p>Early Level moderation evidence.</p> <p>Transition evidence.</p>		
2-3 Room				
<p>All children enjoy a positive healthy eating experience.</p> <p>All children develop independence skills through making choices and self-serving.</p> <p>All children develop their gross and fine motor skills through a nurturing mealtime experience.</p> <p>All children develop their literacy skills through mealtimes.</p>	<p>All staff follow <i>Setting the Table</i> Guidance for supporting snack and mealtimes.</p> <p>EYWs will scaffold and model communication skills during snack and meal time interactions.</p> <p>All staff meet the needs of children in a calm, unhurried and dignified way during mealtimes.</p>	<p>Observations</p> <p>Learning journals</p> <p>Child voice</p> <p>Parent feedback on mealtime experience</p> <p><i>All About Me</i> personal planning showing likes, dislikes and care needs</p> <p>Healthcare plans</p>	August 2025 – June 2026	
<p>All children enjoy stimulating and challenging play spaces.</p>	<p>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.</p>	<p>Photographs of 2-3 Room</p> <p>Pre and post professional learning evaluations.</p>	August 2025 – June 2026	

Bearsden Early Years Centre Improvement Plan 2025/26

<p>All children are understood developmentally.</p> <p>All children are supported and challenged to develop through play.</p> <p>All children engage in experiential play to develop curiosity, creativity, problem-solving and fine motor skills.</p> <p>All children develop through experimenting with real world materials.</p>	<p>Records of teachable moments and in the moment responsive provocations.</p> <p>Leadership team to create and share exemplification of responsive planning and approaches to differentiation.</p> <p>EYWs will use new planning to retrospectively record the following:</p> <ul style="list-style-type: none"> • Schemas that have been observed in play • Wellbeing indicators that have been observed in play • Evidence of children enjoying their Rights through play <p>EYWs will review planning on a weekly basis to retrospectively record observations.</p>	<p>Plan, Do, Study, Act (PDSA) on schematic play and/or heuristic play.</p> <p>Data from schematic play audit</p> <p>Observations</p> <p>Learning journals</p> <p>Staff reflections/feedback</p> <p>Planning</p>		
---	--	--	--	--

Bearsden Early Years Centre Improvement Plan 2025/26

Section 2: Improvement Priority 2	
Improvement Priority 1	Improving inclusive learning through <i>The Circle Up, Up and Away</i> (Year 2)
Person(s) Responsible	<i>Who will be leading the improvement? and Who will they collaborate with?</i> Depute Head of Centre, Early Years Seniors and Nursery Teacher Collaboration with the Acting Principal Teacher in Bearsden Primary, Officers from the ASN and Children's Services Team and the Link Quality Improvement Officer.

NIF Priority	NIF Driver	HGIOELC 4 QIs	EDC Service Plan 2025-2028
Placing the 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.	School and EYC Improvement Curriculum and assessment	QI 3.1 Wellbeing, equality & inclusion	Priority 6: Wellbeing and inclusion
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. Opportunities for EYWs to create case studies.	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 evening Stay and play sessions to share learning Curriculum Newsletters (termly) Team Around the Child Meetings Parent Committee focus group to review impact of electronic tracking in learning journals.
Professional Learning			
This improvement priority aligns to Priority 1. <ul style="list-style-type: none">Professional learning in observation:Questions for reflection about observationFocused observation, short, spontaneous and informal observations, selective observations and key activity observationsUsing the observation tool from the CIRCLE framework			

Bearsden Early Years Centre Improvement Plan 2025/26

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?	
Almost all children will make very good progress in their development and learning. Targeted children will be supported with barriers to learning and development in literacy.	Staff will identify children who require literacy support as early as possible. Staff will use information gathered from observations to identify tools to 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 CIRCLE observation tool to record type of observation, context, skills focus, milestones and developmental needs.	Observations Area audits and evaluations. Planning Tracking Data/analysis from CIRCLE observation tool Feedback from Support for All and Team Around the Child meetings	August 2025 - June 2026	
All children will be supported to develop their literacy skills in all areas (indoors and outdoors). All children will be supported to develop their language and communication skills.	Staff will support parents to share ideas for building strong foundations in literacy. Staff will promote and celebrate diversity. Staff will share Makaton sign of the week with families.	Data from a range of tools, including environmental evaluation tools and observation tools from the Up, Up and Away framework. Planning Tracking	August 2025- June 2026	

Bearsden Early Years Centre Improvement Plan 2025/26

	Staff will support children and families who are bilingual/speak English as an additional language.	LCFE pre and post data/evaluations		
All children and families will be supported to develop literacy skills at home.	<p>Staff will support parents to use the home literacy rich environment tool.</p> <p>Staff will offer support, including input from the literacy/family champion.</p> <p>Staff will create opportunities for family engagement in literacy activities in the centre.</p> <p>Staff will signpost families to external supports and resources.</p>	<p>Data from home literacy rich environment tool.</p> <p>Analysis of strengths and gaps/challenges.</p> <p>Feedback from stay and play sessions, Bookbug sessions and bespoke family support.</p>	August 2025-June 2026	