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.

East Dunbartonshire: Education Service

Framework for School Improvement Planning 2026 – 29

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

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
Bearsden Early Years Centre Website
Current Standards & Quality Report

	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 and Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum • CIC Implementation Planning	Pedagogy • CIC Implementation
Priority 3		Improving Learning, Teaching and Assessment in Numeracy (Year 2)	Curriculum Improvement Cycle • Planning Frameworks • Progression Frameworks

There will be two centre improvement priorities to ensure the strategic improvement plan is manageable, measurable and achievable. Each improvement priority includes clear outcomes for improvement in children's development, learning and wellbeing. The plan is subject to change, depending on expectations and pace of change in the implementation of the Curriculum Improvement Cycle.

Section 2: Improvement Priority 1			
School/Establishment	Bearsden Early Years Centre		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Depute Head of Centre, Nursery Teacher and EYC Champions		
Education Service Aim	**IMAGINE Leadership Strategy**	**NIF Priority**	**Quality Framework**
Learning & Teaching	Priority 6: Wellbeing & Inclusion	Improvement in children and young people's health and wellbeing	Wellbeing, inclusion and equality (HMIE)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• SLT and Meta Skills/UNCRC Champions to lead on training and practice sharing events. • Practitioners lead and participate in best practice visits.	• Play Scotland Wellbeing Buddies Toolkit (Character visuals, wellbeing wall • BPS Core Skills Framework • SDS Meta-Skills Toolkit • Meta skills PLC training sessions for SLT • Time Inset Days	• Formal reporting through the child's plan, learning journals and parent meetings • Curriculum evening • Updates in weekly news • Curriculum newsletters (termly) • Parent Committee focus group • Monthly learning SWAY • Family Champion coffee and chat drop in sessions • Wellbeing (SHANARRI) buddy home link bags
Professional Learning	**Interventions for Equity**	**Additional Information**
• Practitioner Champions to lead professional learning on Wellbeing Buddies and Core Skills (Meta Skills), • Plan, Do, Study, Act (PDSA) test of change to evaluate impact of change. • Opportunities for practitioners to create case studies. • Peer observations.	Delete / copy as required social & emotional wellbeing	

• HT to lead on differentiation and adaptive teaching		

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
All children can use visual wellbeing buddies to show how they feel.	Interactive Wellbeing Wall Wellbeing buddy visuals in all areas Targeted use of buddies in areas	Playroom observations Welllbeing wall UNCRC Committee Child peer observations Daily discussions	By December 2026	
Almost all children can name and talk about the wellbeing buddies.	Vocabulary modelling and scaffolding Wellbeing story books and resources. Practitioner Champion to deliver training, as required	Playroom observations	By March 2027	
Almost all children make very good progress in their development and wellbeing.	Health & Wellbeing curriculum, including PATHS programme Outdoor play Nursery teacher to support planning, assessment and tracking	Playroom observations Planning, assessment and tracking Leuven Involvement Scale Parent/carer feedback GIRFEC group discussions	By June 2027	
Identified children are supported through targeted interventions in wellbeing.	Family Champion Supporting Families Outreach Support Makaton Training	Support for All GIRFEC group meetings Multiagency Requests for Assistance Team Around the Child	By June 2027	

		Pre and post wellbeing intervention data and evidence Nurture sessions Enhanced transitions, as required		
All children and families are supported to develop wellbeing at home using Wellbeing buddies.	Wellbeing packs for home – resources and ideas	Parent feedback in learning journals. Parent surveys Feedback from stay and play sessions and bespoke family support. Sharing achievements from home for the wellbeing wall	By June 2027	
Identified children and families are supported through targeted wellbeing interventions.	Targeted intervention identified, and planned with the family. Makaton training.	Pre and post intervention data Engagement and participation data Observations over time Support for All and Team Around the Child Parental conversations Family Champion data and feedback from families	By June 2027	
Almost all children make very good progress in their learning.	Professional learning in: Numeracy vocabulary and concepts, differentiation and adaptive teaching and using progression pathways in numeracy.	Playroom observations Planning, assessment and tracking Progress, observations and achievements in learning journals PDSA – developing numeracy rich areas Primary school feedback	By June 2027	
Almost all children can select visuals to show core skills (meta skills).	SLT and Practitioner Champion to lead training on meta skills and	Observations (dual aspect) Welcome/group time discussions	By June 2027	

	integrating these with wellbeing buddies.	Planning, assessment and tracking		
The majority of children can talk about wellbeing and core skills.	Practitioner modelling and scaffolding. Wellbeing and core skills visuals accessible in all areas. UNCRC/SHANARRI committee will observe and recognise their peers displaying wellbeing indicators and meta skills.	Observations (dual aspect) Planning, assessment and tracking Capture child voice – learning journals, wellbeing wall and playroom areas Pre and post staff questionnaires UNCRC/SHANARRI Buddies	By June 2027	
Almost all children demonstrate core skills	High quality play based learning and daily interactions	Playroom observations Meta skills observation/progression framework	By June 2027	

Section 2: Improvement Priority 2	
School/Establishment	Bearsden Early Years Centre
Improvement Priority 2	Pedagogy & Meta-Skills - Improving Learning, Teaching and Assessment in Numeracy
Strategic Leads	Primary Principal Teacher, Nursery Teacher and Practitioner Champion

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Learning & Teaching	Delete / copy as required Priority 2: Learning & Teaching	Delete / copy as required Improvement in achievement, particularly in literacy and numeracy.	Delete / copy as required Learning teaching and assessment (HMIE)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• Numeracy Champion (EYC and PT) • DHOC – Local Authority Quality Assurance Group • HT to lead IMAGINE Learning and Teaching group	• Curriculum Improvement Cycle Publications and Resources • Learning & Teaching toolkits • Numeracy Strategy and Progression Frameworks • CPL Numeracy Champion training	• Parent friendly guides to support numeracy at home – routines, songs and rhymes, play and numeracy vocabulary • Numeracy home link bags • Curriculum newsletter • Nursery teacher drop in support sessions for parents • Stay and Play sessions • Parent Committee focus group • Updates in weekly News • Learning Journals • Parents' meeting • Curriculum evening

Professional Learning	Interventions for Equity	Additional Information
• Developmental progression in numeracy and milestones • Play-based pedagogy in numeracy and mathematics • Meta (Core) Skills across learning	Delete / copy as required high quality learning experience	This priority aligns with Bearsden Primary School. There will be opportunities for reciprocal visits and sharing practice in developing numeracy through play based learning. P6 pupils from Bearsden Primary will lead numeracy activities in the EYC during Maths Week Scotland.

• Reciprocal visits across Primary and Early Years		Cross curricular opportunities will be included in this priority, including STEM Nation. The Nursery teacher will support practitioner champions in numeracy.

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
All children experience high quality play based numeracy learning.	High quality play invitations and provocations to develop understanding of number. Professional learning – how to develop numeracy and mathematics in all areas	Environmental audits (numeracy focus) Floor books (practitioner, child and parent voice) Playroom observations Planning, including responsive planning Numeracy focus group		
The majority of children can talk about their thinking and learning in play based numeracy.	Professional learning – Metacognition and metacognitive strategies in early years	Playroom observations Capture what children say in displays and learning journals		
Identified children are supported and challenged in their learning.	Professional learning – Differentiation and Adaptive Teaching	Planning, Passports and Learning Journals Targeted sessions with nursery teacher		
Almost all children make very good progress in their learning.	Professional learning – developing confidence and key mathematical vocabulary	Planning, assessment and tracking Learning journals Observations		

The majority of children can talk about core skills (meta skills)	Professional learning – Meta Skills (October Inset)	Playroom Observations Baseline evidence in October 2026 – What do we see and hear? Post evidence in May 2027 – What has changed?		