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.

Section 1: School/Establishmnet Information and 3 Year Improvement Plan Priorities	
School/Establishment	**Clober Early Years Centre**
Head Teacher/ Manager	**Catriona Marshall – Head Teacher** **Louise McHugh – Depute Head of Centre**
Link QIO	**Kirsty Mahindru**

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
http://www.clober.e-dunbarton.sch.uk/early-years-centre
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 & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum • CIC Implementation Planning	Pedagogy • CIC Implementation

Section 2: Improvement Priority 1	
School/Establishment	**Clober Early Years Centre**
Improvement Priority 1	**Wellbeing & Inclusion**
Strategic Leads	**HT, DHoC, NT, EP, SEYW, EYW, EYS, ELR**

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required • Inclusion & Empowerment • Child Centred & Future Focused • Family & Community Partnerships	Delete / copy as required • Priority 6: Wellbeing & Inclusion • Priority 2: Learning & Teaching • Priority 5: Partnerships	Delete / copy as required • Improvement in children and young people's health and wellbeing • Placing the human rights and needs of every child and young person at the centre • Closing the attainment gap between the most and least disadvantaged children	Delete / copy as required • Wellbeing, inclusion and equality (HMIE) • Nurturing care and support (CI) • Safeguarding and child protection (CI & HMIE)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Whole staff team will have opportunity to lead and support the centre through developments identified.	Documentation to support: Including Every Learner Policy, Up Up and Away. New resources to ensure improvements support Wellbeing and Including	Parents attending: Stay and Play sessions, TAC meetings, Parent Meetings, Triple P sessions, Families Connect sessions. Continued effective communication with parents on daily basis Communication/contributions on e-journals

Professional Learning	Interventions for Equity	Additional Information
Staff attend CPD set out by EDC Staff visit to other centres for shared practice Collaborative working with ELTS where needed/appropriate	Delete / copy as required social & emotional wellbeing	

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
Parents will report an increase in understanding of the life of the centre and will have a better understanding of their children's learning	Create annual calendar of events which will detail celebration throughout the year to share with parents.	Record of attendance at events throughout the year	August/September 2026 To be updated through year	
	Create welcome booklets for each group to share with new and existing parents documenting staffing and support opportunities available.	Booklet will encourage feedback from parents about how useful information has been and ask for any gaps in details	August/September 2026 To be updated through year	
	New group keyworkers – meet the staff event	Photographs Parent feedback	August/September	

Staff will demonstrate increased confidence and consistency in applying nurturing and trauma-informed approaches, resulting in improved wellbeing and engagement for children.	All staff will participate in EDC lead CP training August 2026	In-service day agenda Meeting minutes PowerPoint presentation	August 2026	
	Depute and SEYW will attend specific CP training le by EDC	Safeguarding and CP Self evaluation	Ongoing – dependant on EDC calendar	
	Depute and SEYW will attend Trauma training level 2 provided by EDC	Trauma audit by staff – pre and post completed Ferre Leavers observations and Holistic tracker updated termly	Ongoing – dependant on EDC calendar	
	All practitioners will attend Trauma training level 1 provided by EDC		Ongoing – dependant on EDC calendar	
Improved joint working with key staff and parents to ensure we are meeting the needs of all children	Keyworkers, EYSW, NT & DHoC will liaise with parents to complete action and wellbeing assessments for those identified children	Meeting minutes Well being assessments Action plans Risk assessments to track progress including childrens	Termly – ongoing (when required) August January April	
	Keyworkers & DHoC will attend TAC meetings throughout the year	Meeting minutes Well being assessments Action plans Risk assessments	Termly – ongoing (when required) August January April	
	Keyworkers will liaise and work outside agencies such as ELR outreach and SALT to meet the needs of the children	Meeting minutes Well being assessments Action plans Risk assessments	As and when required	

	DHoC, NT & DHT termly liaison meetings to discuss ASN			
	Termly review of children's individual plans with DHoC, keyworkers, EYSW & NT.	Well being assessments Action plans Risk assessments	Termly Or as required	
Effective planning using UP, UP and Away tool kits to ensure staff are maximising positive opportunities for children to play and learn in inclusive environment for all.	Use UP, UP & AWAY Optimise the Environment tool to assess the centre	Audit reviews and PDSA paperwork to reflect impact of change	August 2026 Inservice day Reviewed termly	
	NT & Keyworkers identify children to use Identifying Stages Tool Kit to create action plan and highlight support for children	Staff meeting minutes Action plans Curriculum trackers	October 2026 – reviewed termly	
	All staff utilise MouseHut for small group and 1:2:1 working with key children	Room rota Well being assessments Action plans Risk assessments Planning paperwork	September 2026 – ongoing	
	NT to develop parent links through the creation of "parent postcards" to share support and target intervention.	Parent questionnaires Parent post cards Parent feedback	October 2026	

Section 2: Improvement Priority 2	
School/Establishment	**Clober Early Years Centre**
Improvement Priority 2	**Pedagogy & Meta-Skills**
Strategic Leads	**HT, DHoC, NT, EP, SEYW, EYW, EYSW, ELR**

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required • Learning & Teaching • Inclusion & Empowerment • Child Centred & Future Focused	Delete / copy as required • Priority 2: Learning & Teaching • Priority 3: Monitoring & Tracking • Priority 4: Curriculum	Delete / copy as required • Improvement in achievement, particularly in literacy and numeracy. • Improvement in children and young people's health and wellbeing • Improvement in skills and sustained, positive school-leaver destinations for all	Delete / copy as required • Curriculum (HMIE) • Learning teaching and assessment (HMIE) • Play and learning (CI)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Whole staff team will have opportunity to lead and support the centre through developments identified.		Parent attending Curriculum Evening, Meta skills information sharing. Contributions within e-journals
Professional Learning	**Interventions for Equity**	**Additional Information**
Staff attend CPD set out by EDC Staff visit to other centres for shared practice	high quality learning experience	

Collaborative working with ELTS where needed/appropriate		

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
Staff will demonstrate increased confidence and consistency in embedding META skills within planning and interactions, resulting in children developing greater resilience, confidence, problem-solving and communication skills.	Lead practitioner to attend training sessions and will share practice and training along with NT to introduce META skills to all staff		August 2026	
	Staff will complete a questionnaire to establish their understanding of META skills	Staff questionnaires to be completed and revisited to assess improvements	August 2026 April 2026	
	Staff will be provided with literature and resources to support their understanding of META skills following questionnaire outcomes	Staff training records Staff meeting minutes Presentation Handouts	Augst 2026	
	NT will create shared resources for parents to aid their understanding of META skills	Parental feedback	September 2026	

Children and parents will develop a greater understanding of META skills and feel confident supporting these at home, leading to stronger home-centre partnerships and reinforcement of learning.	Curriculum Evening – NT will include META skills into their parental presentation along with additional display to share information	Photographs Parents attending event Parent Feedback	October 2026	
	Staff will work collaboratively to match META characters to SHANARRI characters	Staff meeting minutes Presentation Handouts	August/September 2026	
	A timetable will be drawn up to share characters with children and parents.	Wall display Presentation	Ongoing	
Staff will use observations and children's interests to inform planning, resulting in more meaningful, engaging and responsive learning experiences.	Staff will have the opportunity to participate in CPD linked with their identified leadership responsibilities within the centre	Staff meeting minutes Presentation SLT observations	Ongoing	
	All staff will be able to share good practice by visiting other centres and sharing ideas with staff team	PDSA In-service presentation	Ongoing	
Staff will improve their interactions, planning and learning environments through professional dialogue, coaching and self-evaluation, leading to increased child	Staff will be provided with guides to support planning paperwork/floor books and e-journals	Planning guidance booklet Staff meetings SLT Observations	October 2026	
	Regular checking with SLT to support staff wellbeing and expectations of job	1:2:1 meetings	Ongoing – when required	

engagement and improved learning outcomes.	Peer observations using Quality Improvement Framework	Observation paperwork Professional dialogue	Twice yearly	
	SLT observations using Quality Improvement Framework	Observation paperwork Professional dialogue	Twice yearly	