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	**Hillhead Early Years Centre**
Head Teacher/ Manager	**Stephanie Wood(Head Teacher) and Adele Loughran (Depute Head of Centre)**
Link QIO	Leona Stewart

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
Link to website. Early Years Centre - Hillhead Primary
Current Standards & Quality Report
Link to website and/or SWAY. https://sway.cloud.microsoft/dbiUdIgvFSm5EAWM?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 and Inclusion** Up, Up and Away		
Priority 2	**Curriculum** Teaching, Learning and Assessment- Tracking and Moderation		
Priority 3	**Pedagogy & Meta-Skills** Outdoor Environmental Update		

Section 2: Improvement Priority 1			
School/Establishment	**Hillhead EYC**		
Improvement Priority 1	**Up, Up and Away**		
Strategic Leads	SEYW and EYW Champion		
Education Service Aim	**IMAGINE Leadership Strategy**	**NIF Priority**	**Quality Framework**
Delete / copy as required Inclusion & Empowerment Family & Community Partnerships Choose an item.	Delete / copy as required Priority 6: Wellbeing & Inclusion Choose an item. Choose an item.	Delete / copy as required Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	Delete / copy as required Wellbeing, inclusion and equality (HMIE) Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Up,Up and Away Champion to ensure up up and away is fully embedded into centre.	EDC training calendar offering training opportunities to staff for professional development.	Stay and Play Parent post cards Learning Journals Curriculum Evening Parent Meetings TAC Meetings Social Media
Professional Learning	**Interventions for Equity**	**Additional Information**
· Champion role leaders and Early	Delete / copy as required	

Years workers to attend PLCs from EDC training calendar. · Visiting other centres	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
Look at books and develop a differentiated author/theme of the month to be displayed and explored. Included different cultures, bilingual books and differentiation	*NT to create an author/theme of the month to display.* *Share with staff so they are aware and use this in EYC.* *Share with parents and create home links using theme and author.*	*Literacy trackers* *Assessment progression* *Parent feedback* *Children's voice.*	*Oct 2026*	
Identify children not in their pre-school year to use identifying stages tool on. A child who requires support with routine and motivation.	*Staff to observe children who are not in pre-school year.* *Staff to implement identify stages tool on children identified.*	*Stages tool paperwork* *Faere Leavers* *SFA Minutes*	*November 2026*	

	Staff to work with Up, up and away champion to evaluate strategies to support child			
Create a 'parent postcard' to share nursery targets for home and nursery.	*Create a pilot group of using postcards* *Staff to receive in service day training on how to use post cards.*	*Parent feedback* *Staff Feedback*	*January 2027*	
In service day – utilise the 'optimise the environment' tools – CIRCLE/Literacy Rich/Reflective Tools to reflect any changes in environment.	*Staff to identify changes in the environment and utilise the environment tool.* *Staff to use literacy audits to ensure any changes remain literacy rich.*	*PDSA* *Observations of engagement* *Faere Leavers* *Literacy audit.*	*February 2027*	
Children will experience partnerships with wider partners, families, and communities, in line with the GIRFEC approach fostering inclusion through our environment.	*Use of the orchard* *Support for all meetings* *TAC Meetings* *Wellbeing Assessments/Tracker for all children* *Holistic tracker*	*SFA Minutes* *Faere Leavers* *Wellbeing trackers* *Holistic tracker*	*May 2027*	

Section 2: Improvement Priority 2	
School/Establishment	**Hillhead Early Years Centre**
Improvement Priority 2	Teaching, Learning and Assessment- Tracking and Moderation
Strategic Leads	DHOC, NT, Equity and Excellence Lead

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Learning & Teaching Choose an item. Choose an item.	Delete / copy as required Priority 3: Monitoring & Tracking Priority 4: Curriculum Priority 2: Learning & Teaching	Delete / copy as required Improvement in skills and sustained, positive school-leaver destinations for all Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	Delete / copy as required Learning teaching and assessment (HMIE) Curriculum (HMIE) Children's progress (HMIE)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Working party for tracking documentation	Being me under three Other centres tracking documentation.	Consultation with parents throughout parents meetings Parents to sign off next steps for children developed through tracking.
Professional Learning	**Interventions for Equity**	**Additional Information**
Staff to visit other centres to view their tracking and moderation systems.	Delete / copy as required	Working closely with primary school to develop an appropriate tracker for school aged children.

	targeted approaches to literacy & 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
NT and DHOC will meet with primary 1 teacher to discuss expectations of primary 1 children.	*DHOC and NT to meet with primary 1 teacher.*	*Meeting minutes* *Progression in assessment*	*August/September2026*	
NT and DHOC will visit other EYC to see their assessment processes and paperwork.	*DHOC and NT to visit other centres.*	*Documentation of cross centre visits and benefits to Hillhead.*	*August/September2026*	
Develop an assessment format for pre-school children in literacy and numeracy.	*Collate information from primary 1 teacher and other centres and make a Hillhead EYC assessment format.*	*Feedback from Primary 1 teacher and DHT*	*September 2026*	
In-service day training for all staff to introduce assessment, discuss format and consider feedback.	*NT and DHOC to present new paperwork for all 3-5 staff.* *NT and DHOC to create a feedback poll for staff's voice.* *A pilot group will be created to trial new paperwork.*	*Forms result from staffs feedback*	*October 2026*	

Pilot group of children and keyworker to trial paperwork and implementation	*NT to support keyworker to implement assessment and recording.* *Feedback from keyworker to DHOC.* *Pilot group to use assessment paperwork for parents meetings.*	*Feedback from staff member* *Feedback from parents.* *Feedback from children*	*October 2026*	
February in-service revisit assessment paperwork and feedback on pilot group.	*Pilot group to present to staff team on how they found the process and advice.*	*Staff Feedback.*	*February 2027*	
All staff expected to assess all pre-school children	*NT and staff from pilot groups to support all keyworkers to implement assessment.* *Keyworker to use information from assessment to inform next steps in learning.*	*Keyworker questionnaire* *Self-evaluation using a quality framework.*	*February 2027*	
Parent meeting for all pre-school children using assessment paperwork.	*All keyworker groups to use assessment paperwork for parent meetings*	*Feedback from parents*	*February 2027*	
Complete authority transition document for all preschool children	*NT and keyworkers to complete authority transition document*	*Look at children's progress made through the use of assessment tool.*	*April 2027*	

Compare data from current year to previous year to assess impact of the introduction of the assessment.	*NT and DHOC to input results of transition document into spreadsheet.* *NT and DHOC to conduct data comparison and evaluate impact*	*Pre and post progression on children's progress.*		

Section 2: Improvement Priority 3	
School/Establishment	**Hillhead EYC**
Improvement Priority 3	**Outdoor Environmental Updates; Nurture side garden, boot room and 2-3 garden development**
Strategic Leads	DHOC, SEYW, Outdoor Leadership Team

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Equity & Opportunity Child Centred & Future Focused Choose an item.	Delete / copy as required Priority 6: Wellbeing & Inclusion Priority 7: Skills for Learning, Life & Work Choose an item.	Delete / copy as required Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	Delete / copy as required Children experience high quality spaces (CI) Leadership and manangement of staff and resources (CI) Nurturing care and support (CI)

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Outdoor Champion Role Nurture champion role	Outdoor classroom/boot room Fencing to section 2-3 garden Planters/Soil Garden resources to enhance learning	Stay and Play Regular updates Parent helpers

Professional Learning	Interventions for Equity	Additional Information
Outdoor training Nurture training	Delete / copy as required social & emotional wellbeing	Developing from staffs grouped self-evaluation to develop nursery side garden.

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
Children within 2-3 room and 3-5 room will be offered access to the side garden which will offer a nurturing space for children to develop friendships and look after nature.	*Tidy and organise the nursery side garden* *Purchase planters and flower beds for the children to use to grow* *Determine a staff member to use this garden as a nurturing spot.* *Develop the nurture principles into the outdoor area.* *Purchase nurturing outdoor resources.*	Staff questionnaire pre and post Pre and post self-evaluation PDSA Farre Laevers to determine children wellbeing	May 2027	
The children of the 3-5 room will be offered a boot room in the garden to store wet suits, wellies	Fundraise to fund boot room Create a space in 3-5 garden for boot room,	Staff questionnaire pre and post Children's voice	Dec 2026	

and allow access to an outdoor classroom.	Staff to develop a safe environment for children to get ready for garden in room Children to develop independence when using this resource. Staff to develop and outdoor classroom, to allow children the benefits or outdoors in a sheltered space.	Observations of usage of outdoor classroom		
The 2-3 garden will be made smaller to allow staff to develop curricular areas and enhance outdoor learning for children of 2-3 room. Children will have opportunity to free-flow access to outdoors.	2-3 staff to consult with children of outdoor resources. Areas will be created for children to have a stimulating environment. A staff member will have role of outdoor champion. Free-flow approach will be taken for the children to have consistent access to outdoors.	Staff questionnaire pre and post Pre and post self-evaluation PDSA Farre Laevers to determine children's involvement	May 2027	
Baby staff will develop a soft nurturing garden for babies of all ages to access safely.	Purchase baby friend resources to ensure garden is consistently set up. Staff member will take on outdoor leadership.	Staff questionnaire pre and post Pre and post self-evaluation PDSA Farre Laevers to determine children's involvement	May 2027	

	Staff will seek appropriate storage for outdoor resources. Baby staff will have a staff member outdoors throughout the day to allow children access to garden.			

Centre Improvement Plans should be emailed to the link Quality Improvement Officer by 22nd June 2026.