

Framework for Centre Improvement Planning 2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Oakburn
Head Teacher / Head of Centre	Margaret Harris
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our Vision is underpinned by the belief that: Positive relationships are at the heart of everything we do. Our team are committed and skilled in order to deliver high quality education and childcare. Supporting children's wellbeing is essential for them to learn. Child centred play is the core of our work and the best way to support children to achieve their potential. Outdoor play has lasting benefits for children and allows them to engage with nature in an ever-changing environment. Children's voices and views will be listened to, their rights respected and acted upon. Parents play the key role as their child's first educators, and we recognise the significance of their role in children's early education and involving them and their family in the life of the centre. A sense of community and engaging with the wider locality is important within our centre. In order for us to get it Right for Every Child and family, we must promote equity and equality.</p> <p>We Value: Fun Relationships Open Communication Respect Wellbeing Inclusion for All Children's Rights</p> <p>Our Aims and Objectives are to provide: An ethos of community that promotes respect, care and kindness for all. A skilled staff team that will nurture and support our children and families and continue to build positive relationships with the wider community. An environment that is safe, inclusive and secure with rich and stimulating opportunities indoors and outdoors. A curriculum that will provide fun, play based learning that is developmentally appropriate and enables all children to develop independence, confidence and achieve their potential.</p>

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Learning, Teaching and Assessment approaches

Pre-Birth to 3 and Realising the Ambition are the documents we use to plan learning opportunities for our under 3s in the early years. We refer to the four principles:

Rights of the Child - All children should be valued and respected at all levels and have the right to have their views heard and acted upon.

Relationships are important, providing the starting point for development, learning and creating trusting relationships with families.

Responsive Care means knowing and accepting each child and respecting each child as an individual.

Respect - Each child is an individual, a person who has the right to be responded to and treated with genuine respect and dignity at all times.

There are nine features recognised which help practitioners promote these principles, all of which are equally significant and relevant in encouraging children's individuality and development. These are as follows:

- Role of the Practitioners
- Attachments
- Transitions
- Observations, Assessment and Planning
- Partnership Working
- Health and Wellbeing
- Literacy and Numeracy
- Environments
- Play

The Curriculum for Excellence, My World Outdoors and Realising the Ambition are some of the documents we use to plan our learning environment and experiences we provide to develop children in their skills and learning.

We refer to the seven curriculum principles to ensure the quality of the learning and teaching

• **Challenge and Enjoyment** - To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.

• **Breadth** - All children should have opportunities for a broad, suitably weighted range of experiences.

• **Progression** - The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.

• **Depth** - There should be opportunities for children to develop their full capacity for different types of thinking and learning

• **Personalisation and Choice** - The curriculum should respond to individual needs and support particular aptitudes and talents.

• **Coherence** - Taken as a whole, children's learning activities should combine to form a coherent experience.

• **Relevance** - Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

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	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2025/2026	2026/2027	2027/2028
Priority 1	Up, Up and Away	Up, Up and Away	Up, Up and Away
Priority 2	Learning for Sustainability	Family Learning	Health & Wellbeing
Priority 3	Getting it Right for Every Child	Assessment of Learners Progress – Moderation Processes	Play & Pedagogy

Section 2: Improvement Priority 1	
Early Years Centre	Oakburn
Improvement Priority 1	Up, Up and Away
Person(s) Responsible	Head of Centre in collaboration with staff team.

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required
.Placing human rights and needs of every child and young person at the centre of education	School and ELC leadership Teacher and Practitioner professionalism	QI 1.4 Leadership and Management of practitioners QI 2.4 Personalised Support	1.1nurturing care and support 3.2 Leadership of play and learning	Placing the human needs and rights of every child and young person at the centre of education

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<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; Improvement in achievement, particularly in Literacy and Numeracy. 	School and ELC improvement	QI 3.2 Ensuring children's progress	4.1 Staff skills, knowledge and values	Improvement in children and young people's mental health and wellbeing Improvement in attainment in literacy and English
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Half day online staff training to all staff on August in-service day. Head and Depute Head of Centre to attend all online training sessions and cascade to staff. 	<ul style="list-style-type: none"> Allocation of time to attend training sessions. Allocation of time to support implementation in the Centre. Financial cost for resources for home links.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Attendance at all online training sessions. Additional Reading: <ul style="list-style-type: none"> Up, Up & Away training for all staff during August in-service day. Engagement with Up, Up & Away document. Collaboration with Up, Up & Away pilot Centres from 2024/25. Coaching and mentoring from ELSTs and QIO. 	<ul style="list-style-type: none"> Home link opportunities. Parent workshops. Curriculum evenings. Stay & Play sessions. Use of LJ's for parent communications.

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?	
Introduction of the Up, Up & Away document has supported the implementation	<ul style="list-style-type: none"> Up, Up & Away mentor, with the support of SMT, to 	<ul style="list-style-type: none"> Staff attendance at training will be recorded. 	<ul style="list-style-type: none"> Ongoing Ongoing 	

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of a universal approach to inclusion within the Centre and staff complete appropriate paperwork.	<ul style="list-style-type: none"> distribute to all staff in the setting. All staff attend in-service online training. In-house training will be delivered if attendance is not possible. SMT and identified staff to attend PLCs and all online training. Staff with a keen interest in this priority will be identified through the PDR process. Identified staff will work collaboratively with SMT to implement the first stages of this 3 year priority. Information from PLCs will be cascaded to staff during staff meetings or in-service days. 	<ul style="list-style-type: none"> Staff evaluation of training and information shared. Staff engagement with the document and questionnaires on views completed. Pre and post questionnaires issued to staff on skills/knowledge. Evaluation of learning collated and data distributed to staff. 	<ul style="list-style-type: none"> September 25 September 25/May 26 May 26 	
Through staff implementing of the document, and a whole Centre approach, almost all children will feel supported and included within the Centre.	<ul style="list-style-type: none"> The Centre mentor will work through the stages of the document, guided by the PLC team. Audit tools of the environment will be utilised to record progress Lead members will liaise with staff to provide opportunities for family engagement. Parental engagement dates agreed and added to collegiate calendar. Parental/family engagement will be recorded and analysed. 	<ul style="list-style-type: none"> Audit tools will be used to identify and gaps in the environment and actions recorded. Action plan created to support implementation of the priority. Record of attendance from parents/family members in activities Parental/family feedback. 	<ul style="list-style-type: none"> Ongoing 	
All children will feel supported to access an	<ul style="list-style-type: none"> Through evaluation and use of audit tools, staff will create 	<ul style="list-style-type: none"> PDSA cycles. Evaluation/observations. 	<ul style="list-style-type: none"> Ongoing 	

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environment that is inclusive and rich in language and literacy.	<ul style="list-style-type: none"> an environment that is rich in literacy and language. Staff will use PDSA cycles to record any improvements being made to the environment. 	<ul style="list-style-type: none"> Evidence from SMT learning walks. Resource audit. Action plan progress. Feedback from children. 		
Mentor will have an increased awareness of providing an inclusive learning environment and will ensure a collaborative approach is practiced by all to improve outcomes for children.	<ul style="list-style-type: none"> Staff will have opportunities to visit pilot Centres and review their practice. Staff will engage will resources provided in the Glow Team tile. Mentor will be available to provide support and coaching to staff requiring this. Centre will receive from ELST and linked QIO. 	<ul style="list-style-type: none"> Mentor records of support given to staff. Observations. Evaluations. PDSA/Sprint cycles. Pre/post feedback. Floor books. 	<ul style="list-style-type: none"> Ongoing 	
Almost all children will feel supported and listened to through purposeful and meaningful interactions with staff.	<ul style="list-style-type: none"> Staff will be introduced to a new reflective tool for enriching communication. Staff will reflect on their communication practices. 	<ul style="list-style-type: none"> Reflection tool. Learning Walk evidence. LCFE evidence. Evaluations. 	<ul style="list-style-type: none"> September 25 Ongoing 	
Mentor will be familiar with the variety of tools available in the new document that supports children's progress.	<ul style="list-style-type: none"> Mentor will become familiar with the Risk and Resilience tool within the document. Mentor will become familiar with Observation tools within the document. Mentor will become familiar with Identifying stages within the document. Mentor will become familiar with the Wellbeing tool within the document. 	<ul style="list-style-type: none"> Mentor Feedback Pre/post knowledge and understanding of developmental stages. Data from action plan targets. 	<ul style="list-style-type: none"> May 26 September 25/May 26 May 26 	
Mentor has supported identified staff to review	<ul style="list-style-type: none"> Identified staff will review and adapt action plans if required. 	<ul style="list-style-type: none"> Feedback from staff. Review from SMT. Parent feedback. 	<ul style="list-style-type: none"> Ongoing 	

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action plans and adapt if required.	<ul style="list-style-type: none"> Staff will ensure that children have SMART targets within their action plans, to meet their individual learning needs. 	<ul style="list-style-type: none"> Other agency feedback. Data from action plan targets. 	<ul style="list-style-type: none"> May 26 	
All staff have contributed to the evaluation of year 1 of Up, Up & Away and are working together to embed the document in the Centre to ensure positive outcomes for all children.	<ul style="list-style-type: none"> Staff evaluate progress twice per year. Staff to evaluate impact on learners. 	<ul style="list-style-type: none"> Pre/post questionnaires. Evaluations of implementation. Evaluations on learners. 	<ul style="list-style-type: none"> Ongoing January 26/May 26 	

Section 2: Improvement Priority 2	
Early Years Centre	Oakburn
Improvement Priority 2	Learning for Sustainability
Person(s) Responsible	Head of Centre in collaboration with staff team.

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required
.Placing human rights and needs of every child and young person at the centre of education	School and ELC leadership Teacher and Practitioner professionalism Curriculum and assessment	QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.3 Developing creativity and skills for life and learning	1.3 play and learning 2.1 Quality of the setting for play and learning 3.2 leadership of play and learning	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's

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<ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing; • Closing the attainment gap between the most and least disadvantaged children and young people; 				<p>mental health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged</p>
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Champion roles linked to PDR's - Family, Literacy, Numeracy, Outdoor, ASN & ECO. • Create a plan for installation of pond. • Update members of Eco Committee/Garden Committee. • Engagement in self-evaluation and driving improvement actions. • Training provided in-house, EDC or external providers to support practitioner knowledge and understanding. 	<ul style="list-style-type: none"> • Equipment. • Seeds/plants. • Soil for raised beds. • Recycling Bin – clothing • Water Butts • Shed • Pond • Base for Greenhouse

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Outdoor training/courses • Sustainability links to curriculum • PDSA cycles to evidence changes • Self-evaluation • Eco Schools • Increased knowledge and understanding of key documents/guidance-Realising the Ambition, Space to Grow, My World Outdoors, Setting the Table, Health and Social Care Standards, The Early Years Framework 	<ul style="list-style-type: none"> • Volunteer opportunities • Sharing knowledge and skills • Consultation/Questionnaires • Sourcing equipment • Curriculum Evening • Stay & Play • Curriculum Walks • Sharing hobbies/skills

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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?	
Children's introduction to Sustainability goals has developed their awareness on the issues that affect our world and the people living on it.	<ul style="list-style-type: none"> Lead in Eco will provide targeted experiences and information sessions to introduce children to the sustainability goals, highlighting the goals we are focussing on this year. Posters will be placed around the Centre to encourage conversation on the subject. Information will be shared with parents by email and learning journals. Lead Eco will arrange parental involvement opportunities. Lead Eco will request parents with related job roles to speak with children. 	<ul style="list-style-type: none"> Record of attendance Floor book Blogs Observations on LJ's Glow form for parents. 	<ul style="list-style-type: none"> Ongoing 	
Eco experiences and activities informed learners of the different ways in which we can help protect our world, with a focus on plastic pollution, climate change and litter waste.	<ul style="list-style-type: none"> Leadership roles will be identified through the PDR process. Re-establish Eco Committee involving parents. Consider how Eco practices can be extended in the Centre, referencing current 	<ul style="list-style-type: none"> Record research and findings. Weight of items recycled. Record of children walking/cycling to nursery. Calendar for litter picking. Tracking of adopted mammal 	<ul style="list-style-type: none"> October 25 Ongoing Monthly August 25 Ongoing 	

	<p>research, documentation and Government targets.</p> <ul style="list-style-type: none"> • Increase number of recycle bins for Centre both indoors and outdoors, recording volume of waste and items recycled. • Introduce and promote walk/cycle to nursery days twice per month. • Activities and experiences offered focussing on climate change, recording children's knowledge pre and post learning experiences. • Create an enterprise of selling items created by the children using recyclable wood. • Parental involvement recorded and feedback sought. • Visits to other Centres in the authority to share good practice. • Adopt marine mammal, creating specific focus on keeping our seas and rivers clean, with a focus on plastic pollution. • Link with Milngavie in Bloom for litter picking. 	<ul style="list-style-type: none"> • Pre/post questionnaires on children's knowledge (quantitative data). • Enterprise information logged. • Floor book • Blogs • Observations on LJ's • Glow form for parents. • PDSA cycles 	<ul style="list-style-type: none"> • May 26 	
<p>Biodiversity has increased within the Centre extending learners' knowledge on a wide range of practices to support and promote wildlife in the garden.</p>	<ul style="list-style-type: none"> • Outdoor lead to work with delegated staff to assess area and develop action plan on how biodiversity can be increased. • Staff and children to research activities to 	<ul style="list-style-type: none"> • Record research and findings • Videos, photographs, displays • Floor book. • Pre/post questionnaires. • Blogs. • Data collection. • Record of attendance. 	<ul style="list-style-type: none"> • Ongoing 	

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	<ul style="list-style-type: none"> increase level of wildlife in the garden. Floor book to be developed to record all activities, child's voice and curricular links. Pre/post data collection of nature visiting garden. Outdoor lead to arrange dates for parental participation. Link with Mugdock rangers to increase knowledge and understanding. Installation of a pond, considering health & safety processes. 	<ul style="list-style-type: none"> Record of Mugdock Rangers visits and information. Glow form for parents. PDSA cycles. 		
Allotment continues to provide a greater variety of produce and plants increasing learners' knowledge and understanding of seed to table practices.	<ul style="list-style-type: none"> Leadership roles will be identified through the PDR process. Staff and children will explore any new documentation, research findings and grants to increase learning in this area. Identified staff will work collaboratively with Outdoor Lead and children to establish the optimum placement of further raised beds and planting areas. Shed will be purchased to increase storage of additional equipment to increase involvement of a higher number of children. Children will harvest fruit/vegetables at 	<ul style="list-style-type: none"> Consultations Pre and post feedback from key staff Floor book to record progress Record of attendance from parents/family members in activities Blogs Questionnaires Glow forms for parents PDSA cycles. 	<ul style="list-style-type: none"> Ongoing May 26 	

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	<p>appropriate times throughout the year.</p> <ul style="list-style-type: none"> • Children to distribute excess produce in the community – enterprise opportunity. • Outdoor lead will re-establish a garden committee of children who display a keen interest in this topic. • Outdoor lead to arrange dates for parental participation. • Link with Milngavie in Bloom for planting opportunities in community and to support children in Centre. 			
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Section 2: Improvement Priority 3	
Early Years Centre	Oakburn
Improvement Priority 3	Getting it Right for Every Child
Person(s) Responsible	Head of Centre in collaboration with staff team.

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required Placing the human needs and rights of every child

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<p>.Placing human rights and needs of every child and young person at the centre of education</p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing; • Improvement in achievement, particularly in Literacy and Numeracy. 	<p>School and ELC leadership School and ELC improvement Choose an item.</p>	<p>QI 2.1 Safeguarding and Child protection QI 2.4 Personalised Support QI 3.1 Ensuring wellbeing, equality & inclusion</p>	<p>1.1nurturing care and support 2.2 Children experience high quality facilities 4.1 Staff skills, knowledge and values</p>	<p>and young person at the centre of education Improvement in children and young people's mental health and wellbeing Choose an item.</p>
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Champion roles linked to PDR's – Family, Literacy, Numeracy, Outdoor, ASN & ECO. • Training provided in-house, EDC or outside agencies. • Monitoring and auditing. • Creation of portfolio of evidence. 	<ul style="list-style-type: none"> • Time for implementation/meetings. • Home link packs. • Resources.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Self-evaluation. • IEL and EYCAT CLPL • Increased knowledge and understanding of key documents/guidance-GIRFEC, Realising the Ambition, A Quality Framework for Daycare of Children, Childminding and School-aged childcare, 	<ul style="list-style-type: none"> • Home links • Questionnaires/Consultation

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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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?	
Increased practitioner knowledge support GIRFEC practices	<ul style="list-style-type: none"> Staff refresh on GIRFEC National Practice Model and any updated guidance. Self-evaluation task Pre/post questionnaires 	<ul style="list-style-type: none"> Self-evaluation Staff feedback Questionnaires 	<ul style="list-style-type: none"> October 25 October 25/May 26 	
Working group and paperwork developed that supports identification and strategies for children with short or medium term needs.	<ul style="list-style-type: none"> Leadership roles will be identified through the PDR process. Staff members who show a particular interest in this priority will participate in monthly working group meetings. Members of working group to visit other establishments for sharing of ideas. Members of working group will develop paperwork to record information. The staff team will share any concerns, reports from parents with GIRFEC group and implement strategies to support. Working group will record progress at monthly meetings of interventions. 	<ul style="list-style-type: none"> Developed paperwork Pre/post assessments and observations. Data collection Staff questionnaires Teacher feedback Parental feedback 	<ul style="list-style-type: none"> August 25 August 25 August 25 Ongoing May 26 	

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	<ul style="list-style-type: none"> Impact of interventions will be analysed and provide important data. Interventions will be stored in child's PPR for sharing during transitions to Primary 1. 		<ul style="list-style-type: none"> Ongoing & May 26 	
Effective communication systems developed to share positive strategies for identified children.	<ul style="list-style-type: none"> Consultation with staff team. Staff informed on process of sharing individual strategies. Process evaluated at 3 months with feedback requested from staff. Final process agreed and implemented. 	<ul style="list-style-type: none"> Staff questionnaires. Evaluations Meeting minutes. Home links 	<ul style="list-style-type: none"> October 25 Ongoing 	
Children have opportunities to participate in PATHS and Nurture sessions.	<ul style="list-style-type: none"> Targeted children identified through Ferre Laevers observations. Timetable devised for identified children. Timetable devised for access to PATHS and nurture sessions for all children. Progress of identified children recorded. Evaluation of progress and impact on children. 	<ul style="list-style-type: none"> Observations Evaluations Pre/post assessment Children's feedback Staff feedback Timetables Record of attendance (children) 	<ul style="list-style-type: none"> September 25 Ongoing October 25/May 26 May 26 September 25 Ongoing 	
Staff have increased their knowledge and understanding of wellbeing processes within the Centre, including wellbeing assessments, action plans and universal supports.	<ul style="list-style-type: none"> Staff information on wellbeing processes in Centre. All staff to complete wellbeing assessments and action plans for keyworker children. All staff to be involved in creating targets for keyworker children 	<ul style="list-style-type: none"> Pre/post questionnaires Staff feedback Evidence of triangulation 	<ul style="list-style-type: none"> October 25 Ongoing 	

	<ul style="list-style-type: none"> All staff to be involved in Support for All and Team Around the Child meetings for keyworker children. 			
Paperwork aids transitions and provides specific information on the supports implemented for the individual child.	<ul style="list-style-type: none"> GIRFEC working group to ensure all information is up to date and filed in children's individual PPR's. All information passed on verbally to class teacher at transition meetings. 	<ul style="list-style-type: none"> Observations Evaluations Keyworker feedback Transition meeting feedback 	<ul style="list-style-type: none"> Ongoing May 26 	