



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.

Framework for School Improvement Planning 2026 – 29

Section 1: School/Establishment Information and 3 Year Improvement Plan Priorities	
School/Establishment	Baljaffray Early Years Centre
Head Teacher/ Manager	Michelle Manson Michelle Brown
Link QIO	Kirsty Mahindru

School/ Establishment: Vision, Values & Aims and Curriculum Rationale

Vision

Our staff team is committed to deliver high quality learning experiences for our children, and to build positive relationships with our families ensuring their children will achieve their full potential.

Values

- Be happy
- Be kind
- Be caring
- Be responsible
- Be respectful.

Aims

We aim to support our children's wellbeing and place great value on their views, opinions, listening to them and acting upon them, whilst embedding the nurture principles throughout our practice.

We aim to provide child centred play, promoting equity and equality, with a balance of curricular learning both indoors and outdoors.

We aim to provide a safe, secure, fun environment while being responsive to children's needs and interests.

We aim to maintain local community links and encourage our stakeholders to become part of our community.

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Current Standards & Quality Report
Link to website and/or SWAY.

	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 Up, Up and Away Year 2	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills Curriculum Rationale	Curriculum CIC Implementation Planning	Pedagogy CIC Implementation
Priority 3	Building a Literacy rich environment through interactions, experiences and spaces (Year 2) -Supporting children to develop a love of reading	Building a Literacy rich environment through interactions, experiences and spaces	Building a Literacy rich environment through interactions, experiences and spaces

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Section 2: Improvement Priority 1			
School/Establishment	Baljaffray Early Years Centre		
Improvement Priority 1	Wellbeing & Inclusion- Up, Up and Away (Year 2)		
Strategic Leads	Senior Management Team Champion Role leads (Up, Up and Away, Nurture, UNCRC, Autism Advisor) All Staff		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Inclusion & Empowerment Child Centred & Future Focused Choose an item.	Delete / copy as required Priority 6: Wellbeing & Inclusion Choose an item. Choose an item.	Delete / copy as required Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	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	
- Identified Champion roles; Up, Up & Away, Nurture, UNCRC &LCFE - Staff PDR's - Professional dialogue – Sharing with colleagues. - In house staff trainings from Up, Up and Away champions - Links to other agencies - Authority training opportunities	- Up, Up and Away Documentation – Education Scotland - Staff - Time - Children and families	- Curriculum Evenings - Parents Nights - Use of the Learning Journals - Stay and Play sessions. - Home Link opportunities - Questionnaires	

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Professional Learning	Interventions for Equity	Additional Information
- Access and use to the Teams tile. - Engagement with Up, Up & Away documentation - Relevant training through the professional learning calendar - Additional reading	Delete / copy as required social & emotional wellbeing	

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
Revisit and build upon the implementation of last year's Up, Up and Away initiative.	Champions to share what has been established so far - Power point to be shared	- Circulate documentation to support practitioners' engagement. - Moderation exercise for staff using Up, Up and Away paperwork - Staff check ins	August 26 Inservice Day	
Champions will have an increased awareness of this working approach and will support the wider team	Coaching support will be given to practitioners by Mentors.	Opportunities and time allocated for champions to engage with practitioners to	August 2026- June 2027	

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to improve outcomes for children.	Engagement with the resources in the Glow Team Tile	support and monitor implementation across the setting. - Pre and post questionnaires to practitioners on their skills/ knowledge - Evaluation of learning collated and distributed to all practitioners.		
Identified champions will effectively support implementation across the setting, resulting in greater consistency in inclusive practice and improved outcomes for identified children.	- Child action plans further developed. - SMART targets will ensure that all children have specific individual targets that can be measured and achieved to meet their learning needs.	- Audit tools - Regular review and monitoring by SMT - Monitoring and - Feedback from parents and TAC meetings. - Review of targets for individual children	August 2026- June 2027 Termly reviews	
Nurture: Targeted nurture interventions will support children to develop emotional awareness, emotional regulation and positive relationships, enabling them to engage	- SMT and Nurture Champions to identify children who may benefit from the rainbow room. - Observation tools	- Wellbeing Assessments - Action Plans - Staff meetings - Learning experiences - Tracking - Next Steps	August 2026 6 weekly check ins Overall Termly Review	

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more confidently in learning and play experiences.	• Provocations • Pedagogical approaches • Small Group work • Timetable in place for access • Resources	• Termly Ferre lavers observations • Support Plans • Family partnerships		
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Section 2: Improvement Priority 2	
School/Establishment	Baljafray Early Years Centre
Improvement Priority 2	Pedagogy & Meta-Skills Curriculum Rationale
Strategic Leads	Senior Management Team Identified Leads, Nursery Teacher, and all staff.

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Learning & Teaching Child Centred & Future Focused Choose an item.	Delete / copy as required Priority 2: Learning & Teaching Priority 7: Skills for Learning, Life & Work Choose an item.	Delete / copy as required Improvement in skills and sustained, positive school-leaver destinations for all Choose an item. Choose an item.	Delete / copy as required Play and learning (CI) Curriculum (HMIE)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
• Training for staff –EDC • Sharing the learning -Professional discussions throughout centre and wider partnerships • Engagement with parents • Mentoring • Teambuilding	• Staff Team • Play Pedagogy toolkit. • Self-Evaluation tools • Budget	• Working Party Group • Questionnaires • Stay and Play • Learning Journals • Newsletters • Noticeboard	

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Professional Learning	Interventions for Equity	Additional Information
- EDC Professional learning calendar - Professional reading and research	Delete / copy as required professional learning & leadership	

Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional 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 have a clear and shared pedagogical approach, and this will be used across the centre by all.	- Engage in Professional Learning and current research to strengthen understanding of high-quality play pedagogy. - Work collaboratively together to develop a shared play pedagogy. - Review current learning environment areas to ensure they are reflective of our current priorities and aims.	- Access to the training teams tile. - Training evaluations and impact - PDR's - In house training sessions - Pre and post questionnaires to practitioners. - Regular SMT learning walks will take place to evaluate progress and impact.	September 2026 Regular 6 week check ins and Termly reviews	

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	High quality learning experiences are provided for children and are reflective to their needs and interests.	- Peer observations to support practice. - Share examples of effective practice. - Audit tools - Consultation with staff, children, and families - Glow Forms - Planning - Learning journals; Observations, next steps - Tracking and monitoring - Moderation - Support/ challenge groups - Provocations - Learning walls - Child's Voice - Parental feedback		
All Staff will have a clear and shared understanding of Meta skills.	Introduction of the concept of meta skills.	- Staff Awareness & engagement with the resource. - Staff Training	August 2026 In Service Day Ongoing	

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	Explore guidance and research, and language to be used.	- Pre and Post questionnaires - Explore each meta skill individually and the language to be used. - Create an easy-to-use descriptor tool for staff team.		
Increase practitioners' confidence in recognising meta skills within children's play.	- Share examples of these skills being used practically. - Reflect on learning experiences to identify meta skills and the language to be used.	- Raise awareness - Professional dialogue - Teamwork - PDR champion roles - Meaningful Observations - Planning - Provocations	January 2027- June 2027	
Children, families and staff will understand the key values and curriculum principles underpinning the centres approach.	- Revisit the progress and next steps from last year. - Share the rationale and key messages with all new families. - Establish a working party group of staff, children and parents to help develop the visual rationale.	- In Service Day - Leadership - Share with staff team and families; Glow Forms, Questionnaires. - Feedback - Newsletters - Consult with any new parents - Calendar of meet up dates	August 2026 In Service Day September 2026 October 2026 – February 2027 April 2027	

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	Final draft to be printed on a durable banner and displayed.	- Floor book record of our journey - Children's voice - Family workshops - Curriculum evening and evaluation		
Section 2: Improvement Priority 3				
School/Establishment	Baljaffray Early Years Centre			
Improvement Priority 3	Building a Literacy rich environment through interactions, experiences and spaces (Year 2)- <i>Supporting children to develop a love of reading</i>			
Strategic Leads	Senior Management Team Literacy Champions, Identified leads, Early Years Teacher and All Staff			

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 2: Learning & Teaching Priority 4: Curriculum Priority 3: Monitoring & Tracking	Delete / copy as required Improvement in achievement, particularly in literacy and numeracy. Choose an item. Choose an item.	Delete / copy as required Curriculum (HMIE) Learning teaching and assessment (HMIE) Children's progress (HMIE)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
- Identified staff will be leading the programme and delivering to all other staff. - PDR's	- Staff Team - Budget - EDC Progression Frameworks - Learning Journals	- Sharing initiatives with families - Questionnaires - Stay and Play sessions - Curriculum Evenings - Family workshops	

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Sharing the learning and progress with families.			- Home links - Bookbug sessions - Mystery readers - Sway updates		
Professional Learning		Interventions for Equity		Additional Information	
- Learning to read in the Early Years National Professional Learning Programme – Education Scotland - Leading change through a PDSA - Literacy Champion calendar - EDC Professional learning calendar		Delete / copy as required targeted approaches to literacy & numeracy		Evidence through Floor book	
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
Continue to embed the principles of Learning to read across the centre with the focus this year being: Supporting children	- Identified literacy leads - PDR'S - All Staff Training	- In-service days - Professional Dialogue - Questionnaires - Feedback forms		August 2026 January 2027 May 2027	

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to develop a love of reading.	Literacy – Environmental reading audit to be carried out	- SMT Learning walks and observations. - EDC Literacy audit tool - Budget to be used to purchase new resources		
Increasing staff knowledge will provide children with a wider range of high-quality meaningful learning experiences.	- Share Learning to read in the Early Years National Professional Learning resource focusing on developing a love for reading - Story bags with book, puppets, STEM activities - Adding books to the story train across the year - Bookbug Sessions - Linking to collegiate calendar – Reading week, World book day, Nursery rhyme week	- Staff focus groups - Staff Meetings - Meeting Minutes - Staff Feedback - Professional Discussion - EDC Literacy Reading Tool - Together time learning experiences - Parent and child feedback sheet - Audit tools - Budget to be used to purchase new resources - Planning - Provocations - Meaningful Observations - Learning Journals - Learning Walls - Appropriate Next Steps	September 2026- June 2027	
Children have access to and will engage with the nursery Lending Library	- Revamp the current lending library - Replenish books for children to swap	- Audit of current books - Introduce book review/evaluation forms - Consultation with children and families	September 2026 Ongoing across the year	

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	• Refresh and rotate books regularly • Purchase new book bags • Develop a borrowing system • Home reading ideas and prompts	• Book stock reviewed and refreshed every term • Borrowing records/ review levels of engagement. • Introduce and showcase the new library • Newsletters • Displays • Feedback	Termly review	
Our Families will be more involved in the life of the centre through literacy rich experiences both in centre and at home.	• Reading café -Breakfast and story • Book sale/ book swap • Stem a story • Mystery readers	• Family Engagement calendar • Questionnaires • Glow forms and evaluation • Feedback • Newsletters	August 2026 – June 2027	
Most children will have an increased awareness of different types of books and will be confident in handling books and naming the different parts of these.	• Small group Together times to explore the features of books. • Have books in every area, fiction and non-fiction • Introduce “Reading Dog” mascot – voting to give dog a name • Introduce reading mascots “Forgetful Fred”	• Interactive & effective questioning- Reflection • LCFE strategies and visual prompts to reinforce book vocabulary. • Continue to focus on our book of the fortnight. • Home Links- Child & Parent feedback form. • Bookbug sessions • Staff observations	September 2026- June 2027	

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	and “Silly Sally” termly (Staff mascots) • Reading buddies with P6s • Develop reading corner outdoors	• Learning journal Monitoring of progress • Tracking • Learning walks • Photographs • Links with the primary school • Child’s voice- monitoring engagement and use.		
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