



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	Auchinairn Early Years Centre
Head Teacher/Manager	Michelle Torrie/Donna Haley
Link QIO	Leona Stewart

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
Auchinairn Early Years Centre - Auchinairn Early Years Centre
Current Standards & Quality Report
https://sway.cloud.microsoft/CWgIEuPUHgNKVJgJ?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 & Inclusion Understanding the Child: Deepening Wellbeing, Communication and Early Intervention	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills Understanding the Learning: Strengthening Early Literacy	Curriculum CIC Implementation Planning	Pedagogy CIC Implementation

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	Through Phonological Awareness, High-Quality Observations and Responsive Planning		
Priority 3			

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Section 2: Improvement Priority 1

School/Establishment	Auchinairn EYC		
Improvement Priority 1	Wellbeing & Inclusion Understanding the Child: Deepening Wellbeing, Communication and Early Intervention To strengthen children's wellbeing, communication and inclusion through early identification, responsive interventions and high-quality relationships by embedding Up Up and Away, introducing SCERTS and developing Intensive Interaction. - Early Identification, communication and inclusion Are children ready, supported and included to learn?		
Strategic Leads	HOC DHoC Educational Psychologist LCFE, Up Up and Away staff		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Inclusion & Empowerment	Delete / copy as required Priority 6: Wellbeing & Inclusion	Delete / copy as required Improvement in children and young people's health and wellbeing	Delete / copy as required Wellbeing, inclusion and equality (HMIE)

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
• SCERTS Champions: staff who attend training provided by EP and support colleagues in implementing approaches. • Up Up and Away Leads: practitioners model good practice and share strategies during meetings. • Intensive Interaction Champions: A small group working alongside EP before cascading to the wider staff team. • Professional learning sessions: staff share new knowledge and model effective practice during in-service or team meetings.	• Educational Psychologist support • SCERTS professional learning materials and guidance • Up Up and Away resources • Intensive Interaction training and supporting materials • Online Learning Journals • Time for professional learning, coaching and reflective practice • Staff release time for observation and collaborative planning • Wellbeing assessment and self evaluation tools– Leuven, SCERTS assessment materials • Nurture Play and Grow resources • Time for partnership working with families and multi-agency professionals	• Work in partnership with families to support children's wellbeing and communication. • Share learning and next steps through online learning journals. • Provide information and home learning ideas linked to Up Up and Away, SCERTS and communication development. • Seek regular parent feedback through questionnaires, discussions and consultation.
Professional Learning	Interventions for Equity	Additional Information
• SCERTS training • Intensive Interaction training • Up Up and Away professional learning	Delete / copy as required early intervention & prevention	• Timely interventions to reduce barrier to learning. • Universal support for all children alongside targeted support where required.

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• Educational Psychologist coaching and consult model • Peer observations and learning walks • Reflective practice and collaboration • Professional reading and self-evaluation		• Inclusive practice that enables every child to participate and thrive.
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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
Children receive support at the earliest opportunity, reducing barriers to learning and improving wellbeing, communication and engagement.	Develop staff confidence in recognising early communication and wellbeing needs	• Staff reflections, learning conversations, observation notes, peer feedback. • Staff completing training • Staff confidence questionnaires before and after	• August - complete bassline staff confidence questionnaire and introduce SCERTS • September – Professional reading and team discussions • October Inservice Day – Review	

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		professional learning. • Audit of staff knowledge	baseline and develop confidence through collaborative learning. • November-January – Ongoing coaching and learning walks. • February Inservice day – Review and identify further support needs. • May Inservice day – evaluate staff confidence • June – final evaluations	
Children experience more personalised consistent support that develops communication, emotional regulation and social interactions.	Introduce SCERTS to support assessment and intervention planning.	• Practitioner reflections • Number of children supported through SCERTS • Number of staff trained • Baseline and end of year audit of SCERTS implementation	• September – EP introduces SCERTS to identified staff • October – Begin SCERTS assessment for identified children • November-January – Staff	

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		Review of children's progress	embed planning using SCERTS February – Review implementation with EP March-May – Refine practice and extend where appropriate June – Evaluate impact	
Children develop stronger relationships, increased engagement, improved communication and deeper confidence interacting with others.	Implement Intensive Interaction for identified children.	- Observation records showing engagement, communication and relationship - Family feedback - Staff using strategies consistently - Communication environment audit - Staff confidence survey - Children's participation observations	September – Identify children and staff. EP introduce Intensive Interaction approaches September onwards – weekly intensive interaction sessions October – review early progress January – Adapt approaches if required	

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			• February – mid year review • May-June – review final evaluation	
All children benefit from a communication rich environment, leading to increased confidence, participation, language development and inclusion.	Use Up Up and Away to strengthen universal communication strategies.	• Learning walk evidence • Children's voice • Family comments • Practitioner reflections • Staff using consistent strategies • Environment audit • Staff confidence survey	• August – refresh resources and expectations • September – Staff consistently implement strategies • October – Communication learning walk • January – refresher discussions • March – peer observations • May – Evaluate consistency	
Children's strengths and next steps are identified quickly, ensuring learning experiences are responsive and appropriate for individual needs.	Monitor children's progress through observations and assessments.	• Quality of observations and next steps • Moderation discussions • Children have quality observations	• August – agree quality expectations • September – Baseline observations	

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		Audit of online learning journals	Termly – Moderation meetings Monthly – Online learning journal monitoring May-June – Final moderation	
Children receive coordinated, targeted support, improving outcomes and reducing the need for more intensive interventions later.	Work closely with the Educational Psychologist and other professionals to plan timely interventions.	- Professional discussions - Family feedback - Number of interventions - Referral timescales - Review of intervention outcomes	August – Agree partnership calendar Throughout year – consultation meetings Termly – Review referrals February – mid year evaluation June – Final review	
Children experience consistency between home and nursery, leading to improved confidence, wellbeing, communication and progress,	Involve families in identifying strengths, setting targets and reviewing progress.	- Parent voice - Meeting notes - Family questionnaires - Parental engagements - Attendance at events - Questionnaire response	August-September – Share improvement priorities Throughout year – Learning journals and keyworker discussions	

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		• Evaluation of partnership working	• October – Parent feedback • February – Parent feedback • May-June – Final parent consultation	
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Section 2: Improvement Priority 2	
School/Establishment	Auchinairn EYC
Improvement Priority 2	Pedagogy & Meta-Skills • Understanding the Learning: Strengthening Early Literacy Through Phonological Awareness, High-Quality Observations and Responsive Planning To strengthen practitioner pedagogy by developing staff knowledge and confidence in phonological awareness, improving the quality of observations and SMART next steps, and beginning to develop a shared understanding of meta-skills within the refreshed curriculum for excellence. • Early literacy, quality of learning and CFE refresh Do we understand children's learning and respond effectively to move forward?
Strategic Leads	HOC DHoC Educational Psychologist EYC Teachers All staff

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Child Centred & Future Focused	Priority 4: Curriculum		Learning teaching and assessment (HMIE)

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		Improvement in skills and sustained, positive school-leaver destinations for all	
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Phonological Awareness/Rhyme Champions (EYC Teachers) – lead and model high quality rhythm, rhyme and sound experiences and share ideas with colleagues. Observation & Learning Journal leads (EYC Leadership) – support staff with meaningful observations, SMART next steps and effective use of online learning journals. Peer Practice – Practitioners model effective interactions and responsive planning through peer observations. Working groups – small groups lead individual PDSA cycles, gather evidence and report on impact.	Curriculum for Excellence refreshed curriculum and meta skilled guidance – as and when it is shared by Education Scotland. Phonological awareness, rhythm and rhyme resources. Songs, rhymes, stories, instruments and sound/listening resources. Online learning journals Observation and SMART next steps guidance and templates. Staff colligate time for moderation, professional dialogue and reflective practice. Inservice time for professional learning.	Share simple information with families about importance of rhythm, rhyme and phonological awareness for early literacy. Provide rhyme, song and sound play ideas families can use at home. Use online learning journals to share meaningful observations, children's progress and next steps. Encourage parents to contribute observations of learning and interests from home. Gather parent feedback on children's enjoyment and engagement with rhyme and early literacy. Provide opportunities such as Book Bug, stay and play or rhyme sessions where families can participate alongside children.	

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	Early years teacher/leadership support. Educational psychologist support where appropriate. Quality assurance and self evaluation tools.	Gradually introduce families to the language of meta skills as staff confidence and understanding develops. Share examples of how everyday play develops skills such as curiosity, creativity, communication, collaboration and independence.
Professional Learning	Interventions for Equity	Additional Information
Phonological awareness – develop staff understanding of the progression from listening and sound discrimination through rhythm, rhyme, syllables and early sound awareness. Rhythm and Rhyme – practical professional learning on embedding songs, rhymes and sound play naturally throughout the nursery day. Meaningful observations – strengthen practitioners ability to recognise and capture significant learning rather than simply describing what a child did.	Delete / copy as required professional learning & leadership Identify children who require additional support with SALT, listening and phonological awareness. Use observations and assessment information to identify gaps early. Provide targeted small group or individual rhythm, rhyme and sound awareness experiences where appropriate. Increase repetition and overlearning opportunities for children who need them.	This priority will strengthen the connection between observation, assessment, responsive planning and early literacy. Meta skills will be introduced gradually following appropriate professional learning, recognising the skills children already develop naturally through play. PSDA cycles and regular moderation will support implementation, evaluation and continuous improvement.

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SMART next steps – develop confidence in identifying specific, achievable and developmentally appropriate next steps. Responsive planning – strengthen the link between observe – assess – respond – review. Online learning journals – develop consistency and quality in recording children's learning and progress. Moderation – small team moderation of observations, coaching and sharing effective practice.	Use visual supports, Makaton, objects and sensory approaches to make rhyme and literacy experiences accessible. Adapt experiences for children with SN or communication differences. Ensure all children have access to high quality books, songs and rhyme experiences regardless of their experiences at home. Monitor targeted children's progress to ensure interventions are making a measurable difference.	
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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
Children demonstrate increased engagement and participation in	Establish daily opportunities for rhyme, songs and sound play	Practitioner observation Child voice	Aug- Sept: Audit current provision and establish expectations.	

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rhythm, rhyme and sound play experiences.	across routines and play. Audit current provision. Staff professional learning on engaging, developmentally appropriate rhyme experiences.	Learning walks Photos/drawings Learning journal evidence Children regularly participating and demonstrating increased engagement	Oct: Professional learning Oct-July: Embed daily opportunities	
Children demonstrate improved awareness and recognition of rhyme.	Establish baseline rhyme awareness. Introduce regular playful rhyme experiences such as rhyme baskets, silly rhymes, finishing familiar rhymes and identifying words that sound the same. Provide additional small group experiences for children requiring further support. Review progress termly.	Observations of children recognising, completing and reciting rhymes Rhyme awareness and progress from baseline	Sept: Baseline and identify starting points. Oct-Dec: Increase rhyme experiences Jan-July: Continue/differentiate according to need	

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Children demonstrate improved listening and sound discrimination skills	Provide environmental sound walks, listening games, musical instruments, voice sound and sound matching experiences. Staff develop understanding of the progression of phonological awareness. Differentiate experiences according to children's development stages	Observations during listening and sound games.	Sep-Oct: Introduce/enhance listening games, environmental sounds, instruments and sound play. Nov-July: Embed through everyday provision	
Children demonstrate increased confidence joining in with songs and rhymes	Develop a core bank of familiar nursery rhymes and songs. Embed songs and rhymes throughout everyday routines. Provide repeated exposure.	Child voice Practitioner observations Engagement during rhyme experiences Children joining in and demonstrating progress	Aug-Sept: Establish core bank of familiar songs/rhymes Sept-July: Daily repetition and participation opportunities	

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	Use small groups for children less confident participating. Gather child voice about favourite songs and rhymes.			
Children demonstrate progress in age/stage appropriate phonological awareness skills	Introduce a simple phonological awareness progression for practitioners. Baseline children and use findings to plan experiences. Provide regular opportunities for rhyme, rhythm, syllables, alliteration and sound awareness according to developmental readiness.	Staff confidence Observations Floor books Learning journals	Sept: Baseline Oct: Inservice professional learning Oct-Feb: Implement Feb: Review data and adapt Feb-May: Further implementation	
Children identified as requiring additional early literacy support demonstrates progress	Use baseline information and practitioner observations to identify	Family feedback Child voice	Sept: Identify children from baseline Oct: Interventions	

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following targeted intervention	children requiring additional support. Provide short, targeted small group/individual interventions and repetition and overlearning. Adapt using visuals, sensory and communication supports. Review interventions through PDSA cycles and increase/change support where progress is limited.	Individual child observations	Throughout year: Short targeted blocks/PDSA cycles	
Children experience opportunities that are responsive to their interests, strengths and identified needs	Professional learning on meaningful observations and responsive planning. Practitioners use child voice, observations and interactions to identify significant learning.	Child voice Learning walks Planning Wall displays Learning journal entries	Aug: Observation expectation established Aug in service day: Observation training Set-Dec: Implement improved practice Jan-July: Continue coaching/moderation	

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	Planning demonstrates how practitioners have responded to children's learning rather than providing predetermined activities. Peer observations and professional dialogue used to share effective practice.			
Children's online learning journals demonstrate meaningful learning and progression rather than activity opportunities	Observation training supported by examples of high quality practice. Agree centre expectations for meaningful observations. Termly sampling of online learning journals. Moderate observations in small staff groups.	Moderation discussions Learning journal sampling Peer review analysis	Aug-Sep: Agree quality expectations Sep- onwards: Staff implement and small team moderation throughout year	

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	Provide coaching and support where required. Move away from descriptive what we did entries towards what did the child learn?			
Children's next steps are specific, achievable and used to inform subsequent learning opportunities.	Professional learning on writing achievable SMART next steps. Use moderation to evaluate next step quality. Practitioners demonstrate how next steps influence interactions, experiences or environmental changes.	Moderation discussions Learning journal sampling Practitioner analysis	Oct: Establish expectations Nov-Jan: Staff implement and coaching Feb-July: Embed consistently	
Children increasingly demonstrate emerging meta skills through everyday play and learning	Introduce the refreshed CFE and meta skills through professional learning.	Practitioner reflections Moderation discussions	Aug-Oct: Awareness only Oct-Feb: professional learning as available	

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	Explore the meta skills already naturally occurring through play. Use real observations during staff discussions to identify possible meta skills. Gradually introduce agreed language into observations where meaningful. Evaluate staff confidence before expecting wider implementation.	Examples of children's play – planning, floor books, wall displays	Jan-April: Explore meta skills through real observations and professional dialogue May: Review learning and agree next stage	
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