

**Section 1: Centre Information and 3 Year Improvement Plan Priorities**

<b>Early Years Centre</b>	Lenzie Meadow EYC
<b>Head Teacher / Head of Centre</b>	Head Teacher: Rona Wallace Depute Head of centre: Claire Moore/ Laura Mesarowicz
<b>Link EY QIO</b>	Kirsty Mahindhru

**Centre Statement: Vision, Values & Aims and Curriculum Rationale**

**OUR VISION**

To create learners who are: Happy, Self-confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits.

**OUR VALUES**

- Be Kind
- Be Safe
- Be Responsible
- Be Determined

**WE AIM TO:**

- Enable individuals to achieve their full potential, academically and socially
- Foster a spirit of independence
- Promote positive attitudes in our school community with an emphasis on respect for oneself and others
- Ensure equality of opportunity for all within an inclusive environment
- To develop a sense of caring, trust and honesty in all learners

***We work in partnership with our parents and the wider Lenzie Meadow School Community to build the very best in achievement and attainment for all.***

<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>			
Bullet point key priorities for the next 3 years			
<b>Session</b>	<b>2024/2025</b>	<b>2025/2026</b>	<b>2026/2027</b>
<b>Priority 1</b>	Work towards becoming a rights respecting centre with a focus on gaining a silver award	Continue to work towards becoming a gold award rights respecting centre	Rights respecting centre- working towards gold accreditation and sustaining rights respecting centre status
<b>Priority 2</b>	Review monitoring programmes and further develop peer observations across the centre	Participate in the Up, Up and away project	
<b>Priority 3</b>	Evaluate STEAM across the indoor and outdoor learning environments to promote regular opportunities for woodwork	Continue to work towards STEM nation award (year 2/3)	Continue to work towards STEM nation award (year 3/3)

**Section 2: Improvement Priority 1**

<b>Early Years Centre</b>	<b>Lenzie Meadow EYC</b>
<b>Improvement Priority 1</b>	Continue to work towards becoming a rights respecting centre with a focus on gaining a silver award
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Heather (SEYW) nurture staff, SMT

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
.Placing human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing;	School and ELC improvement Parent/carer engagement and family learning Choose an item.	Delete / copy as required  QI 1.1 Self evaluation for self improvement QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.7 Partnerships QI 2.5 Family Learning	1.1nurturing care and support 2.1 Quality of the setting for play and learning 1.3 play and learning	Placing the human needs and rights of every child young person at the centre of education Improvement in children and young people’s mental health and wellbeing Choose an item.
<b>Opportunities for Leadership</b>			<b>Resource Requirements</b>	
SEYW leading working party with key staff and children			Questionnaires for staff and pupil UNICEF eLearning modules Centre newsletter Rights themed books for children	
<b>Professional Learning</b>			<b>Parental Engagement and Involvement</b>	

**Commented [KM1]:** Should you include 3.1 as this directly links to children’s rights in the highly effective practice statements? This will help with self evaluation.

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UNICEF resources Together (Scottish Alliance for children’s rights) Children and young people commissioner Scotland UNCRC (Incorporation) (Scotland) Act 2024 How good is our early learning and childcare centre?	Questionnaires UNCRC walks Stay and play sessions Newsletter home links
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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?	
Families and children will be aware of the centres plan to becoming a rights respecting centre	Bronze award – remind families and children through newsletters/ learning journals of our intention to become a rights respecting centre	Newsletter including rights of the month Learning journals	July 24-August 2025 monthly	
Key staff understand actions of becoming a rights respecting centre and achieving bronze status	Bronze award- key staff participate in bronze eLearning modules	UNCRC book shared with all staff  Rights bags shared with children	August 2024	
Children have increased knowledge/ experience of children’s rights	Rights respecting working party of staff and children (rights ambassadors) will share questionnaires feedback with rest of staff team and children  Review Centre practice against silver Outcome descriptors for the 3 strands as detailed in UNICEF checklist to inform Silver award action plan	Initial questionnaire Staff meeting  Bronze check list UNICEF silver award 3 strands descriptor audit	August 2024  September 2024	

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**Framework for Centre Improvement Planning 2024/2025**

<i>The staff team will have a good understanding of expectations and recognise centres successes.</i>	<i>Key staff share previous eLearning with staff team and share progress updates</i>		<i>October In-service day 2024</i>	
Achieve bronze rights respecting school award	Submit evidence for Bronze award and silver action plan	Completed evidence report Silver audit	September 2024	
Families and staff will be aware of centres award and next steps to achieving silver status	Share successes of bronze award at curriculum evening and showcase work to date. Follow up through learning journals and newsletter detailing next steps of silver action plan	Newsletter Learning journals	October 2024	
Staff and children will demonstrate improved knowledge and understanding of children's rights	Rights working party continue to meet regularly to work through silver action plan focussing on the 3 strands: A- Teaching and learning about rights B- Teaching and learning through rights- Ethos and relationships C- Teaching and learning for rights- Participation  Rights respecting schools to be a continuous item on staff meeting agenda  Rights stay and play session organised to showcase childrens rights in practice for families to explore  Home link bags set up/ rights based experiences ongoing	Rights group review descriptors for each stand and explore how criteria has been met and evidence  Minutes of meetings Newsletters Learning journals Planning	October 2024- May 2025	

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	Rights respecting working party of staff and children will share questionnaires with rest of staff team and children	Follow up questionnaire		
Staff, children and families will support centre in evaluating practice against silver award descriptors	Evidence collated from ongoing works, questionnaires and final evaluation and submitted to UNICEF RRSa to review for silver award	Questionnaires Floor books Planning Minutes of meetings Environment audits	June 2025	

Section 2: Improvement Priority 2	
Early Years Centre	<b>Lenzie Meadow EYC</b>
Improvement Priority 2	Continue to review monitoring programmes and further develop peer observations across the centre
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? SMT

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required	Delete / copy as required  School and ELC leadership	Delete / copy as required	Delete/copy as required  2.1 Quality of the setting for play and learning	Delete / copy as required  Improvement in attainment in literacy and English

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### Framework for Centre Improvement Planning 2024/2025

.Placing human rights and needs of every child and young person at the centre of education • Improvement in achievement, particularly in Literacy and Numeracy. Choose an item.	Curriculum and assessment School and ELC improvement	QI 1.4 Leadership and Management of practitioners QI 1.1 Self evaluation for self improvement QI 3.2 Ensuring children's progress	3.1 Quality assurance and improvement are well led 3.3 Leadership and management of staff and resources	Placing the human needs and rights of every child and young person at the centre of education Improvement in attainment in numeracy and Maths
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Opportunities for Leadership	Resource Requirements
Leadership/ champion roles as identified through PDR SEYW will lead ongoing monitoring of playroom and regular self-evaluation and monitoring processes NT will lead tracking and monitoring of planning and assessment	Staff training Holistic tracker Collegiate calendar Monthly monitoring calendars TALK grid
Professional Learning	Parental Engagement and Involvement
Staff training- Education Scotland/ EDC/ LCFE Professional reading: How good is our early learning and childcare centre/ Care inspectorate quality framework/ west partnership self-evaluation toolkit  Sharing of practice/ professional discussions/ visits to other establishments	Question of the month Stay and play sessions Open evening Parent questionnaires

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?	

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All staff will have an understanding of their roles and responsibilities	Review roles, responsibilities and remits for all staff	<u>PDRs</u> Staff meetings Updated Roles and Responsibilities overviews	July/ August 2024	
	Review Nursery Teacher/ SEYW roles and responsibilities/ WTA hours for EY Teachers	PDRs SMT meetings	July/ August 2024	
Staff will be reflective of their practice ensuring high quality interactions and learning environments for children	Monthly monitoring of <u>environmentenvironment</u> Peer observations Collegiate calendar Ongoing self-evaluation tasks	SMT meetings  Question of the month for <u>parents/ carers</u>	August 2024 to June 2025	
		<u>Review PDSA</u> <u>LCFE talk grid</u>		
Childrens learning and development will be carefully tracked and next steps to support childrens progression across their learning will be clear	Termly tracking meetings	Holistic tracker Minutes from tracking meetings	October 2024	
			February 2025	
			May 2025	
All stakeholders will have opportunities to participate in a range of self-evaluation activities	Ongoing use of floor books to ensures childrens voice contributes to planning and self-evaluation processes	floorbooks	August 2024- June 2025	

**Commented [KM5]:** You have a next step in the CIP to improve PDR processes for staff. Is it enough to have this as a measure if it needs to be improved?

**Commented [KM6]:** Will you use the LCFE toolkit or revisit PDSA ?

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	Professional dialogue Minutes from quality assurance activities Parental feedback Staff feedback Child voice feedback	Literacy/ numeracy/ rights audit	August/ September 2024 February 2025	
	Consult with staff, families and children on progress and collate findings for Standards and quality reporting 2025	2024-25 improvement plan Self-evaluation tasks Parents/ childrens feedback	June 2025	
	Using standards and quality report, reflect on progressions made and areas of development to devise Centre Improvement plan 2025-26	Standards and quality report 2024/25  2024-25 improvement plan	June 2025	

<b>Section 2: Improvement Priority 3</b>	
<b>Early Years Centre</b>	<b>Lenzie Meadow EYC</b>
<b>Improvement Priority 3</b>	To re-evaluate STEM across the indoor and outdoor learning environments to promote regular opportunities for woodwork
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? NT, woodwork trained staff

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**Framework for Centre Improvement Planning 2024/2025**

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required  .Placing human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing; • Improvement in achievement, particularly in Literacy and Numeracy.	Delete / copy as required  School and ELC improvement School and ELC leadership Parent/carer engagement and family learning	Delete / copy as required  QI 3.3 Developing creativity and skills for life and learning QI 2.2 Curriculum QI 2.5 Family Learning	Delete/copy as required  4.1 Staff skills, knowledge and values 2.1 Quality of the setting for play and learning 3.1 Quality assurance and improvement are well led	Delete / copy as required  Improvement in attainment in literacy and English Improvement in children and young people’s mental health and wellbeing Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements
STEM trained staff sharing knowledge and practice with staff team STEM nation award	Woodwork resources Learning through woodwork: Introducing creative woodwork in the early years (community play things) The wonder of woodwork (The frobelian approach) by Pete Moorhouse
Professional Learning	Parental Engagement and Involvement
STEM training How good is our early learning and childcare centre? UNCRC Professional reading	Stay and play sessions Questionnaires

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?
<p>All staff will develop their awareness of STEM nation and in working toward required actions for achieving <i>STEM Nation award</i>.</p> <p>Clear roles/responsibilities in line with required action plan</p> <p>Effective weekly woodwork timetable to support child experience of accessing woodwork</p>	<p>In-service meeting- staff discussion around current woodwork opportunities and plan timetable for woodwork trained staff to work within area across the day/ week.</p> <p>Establish STEAM working party to lead developments (Leadership in STEM)</p> <p>Register for <i>STEM nation</i> and discuss the five elements to gaining award</p> <ul style="list-style-type: none"> <li>- <i>Leadership in STEM</i></li> <li>- <i>STEM family learning</i></li> <li>- <i>Employability and STEM partnership working</i></li> <li>- <i>STEM curriculum and learner pathways</i></li> <li>- <i>Equity and equality in STEM</i></li> </ul>	<p>Staff meetings</p> <p><i>Links with STEM officer (Michaela Dickson)</i></p>	<p>August 2024</p>
<p>Staff will evaluate current practice and the existing environment before identifying and planning next steps.</p>	<p>Environment and resource audit of indoors and outdoors, reviewing experiences woodwork</p>	<p>Self-evaluation task using <i>STEM action plan</i> template</p> <p>Staff meeting</p>	<p>August 2024</p>

**Commented [KM7]:** You may want add linking with STEM officer (Michaela Dickson) could be a measure and attending woodwork meetings.

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**Framework for Centre Improvement Planning 2024/2025**

	<i>(STEM curriculum and learner pathways)</i>			
All staff will have increased knowledge and understanding as well as opportunities for further training where possible.	Staff meeting- share current practice from woodwork area and any new training experiences	Teams tile – ensure all staff have access to woodwork resources	In-service day October 2024	
Staff will have the opportunity to reflect on their own practice, sharing their knowledge and skills to further increase their confidence <del>in accessing the woodwork area.</del>	Establish new rota to allow staff opportunities to shadow area and provide woodwork experiences <i>(Equity and equality in STEM)</i>	Staff questionnaire to be completed prior to shadowing/ training		
Increased opportunities for parents/carers to experience woodwork learner offer	Christmas stay and play session focus on creativity and craft- Opportunities to produce woodwork craft <i>(STEM family learning)</i>	Stay and play sessions questionnaire	December 2024	
Continuous monitoring, review and input from all stakeholders	Review new area rota and experiences on offer to children  Develop tracking system for all children detailing stage and progress to ensure accurate tracking of childrens development of learning	Staff questionnaire to be completed following shadowing/ training	January 2025	

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**Framework for Centre Improvement Planning 2024/2025**

	Plan in consultation with staff, children and families for developing woodwork opportunities in nursery garden- Woodwork trained staff to lead developments <i>(Leadership in STEM/ STEM family learning/ STEM curriculum and learner pathways)</i>			
STEAM will be embedded within our indoor area and will continue to be further established in our outdoor area.	Set up STEAM area in outdoors and share plans with staff including rota	In-service day	February - April 2025	
Parents/carers/families will have the opportunity to become involved and see the progress we have made following their previous feedback.	Stay and play session focus on creativity and craft opportunities to produce woodwork craft	Stay and Play session	April 2025	
Transition from nursery to P1 will be further enhanced with the introduction of a new STEAM project.	Transition project with Lenzie Meadow P1 <i>(Employability and STEM partnership working)</i>		May/ June 2025	

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Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Wednesday, 26<sup>th</sup> June 2024