

Framework for Centre Improvement Planning 2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Lenzie Meadow EYC
Head Teacher / Head of Centre	Head of centre: Rona Wallace Depute head of centre: Claire Moore/ Laura Mesarowicz
Link EY QIO	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.

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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	Continue to work towards becoming a silver award rights respecting centre	Rights respecting centre- working towards gold accreditation and sustaining rights respecting centre status	
Priority 2	Participate in the Up, Up and away project	Up, Up and away project	
Priority 3	Continue to work towards STEM nation award, enhancing STEM learning indoors and outdoors, ensuring equality in STEM (year 2/3)	Continue to work towards STEM nation award, upskilling staff across the centre and extending family involvement. (year 3/3)	

Section 2: Improvement Priority 1	
Early Years Centre	Lenzie Meadow EYC
Improvement Priority 1	Continue to work towards becoming a silver award rights respecting centre
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HH (SEYW), rights champions, SMT

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<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; 	<p>School and ELC improvement</p> <p>Parent/carer engagement and family learning</p> <p>School and ELC leadership</p>	<p>QI 2.5 Family Learning</p> <p>QI 2.7 Partnerships</p> <p>QI 3.1 Ensuring wellbeing, equality & inclusion</p>	<p>1.1nurturing care and support</p> <p>1.4 Family engagement</p> <p>2.1 Quality of the setting for play and learning</p> <p>3.3Leadership and management of staff and resources</p> <p>4.1 Staff skills, knowledge and values</p>	<p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Improvement in children and young people's mental health and wellbeing</p>
Opportunities for Leadership			Resource Requirements	
SEYW leading working party with key staff and children			<p>Questionnaires for staff, children and families</p> <p>UNICEF eLearning modules</p> <p>Newsletter</p> <p>Rights resources for children</p>	
Professional Learning			Parental Engagement and Involvement	
<p>UNICEF resources</p> <p>Together (Scottish alliance for childrens rights)</p> <p>Children and young people commissioner Scotland</p> <p>UNCRC (incorporation) (Scotland) Act 2024</p> <p>CI- quality framework</p>			<p>Home link bags</p> <p>Stay and play sessions</p> <p>Questionnaires</p> <p>Curriculum evening</p> <p>UNCRC walks</p>	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners. Rights respecting Silver Action plan-	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?	
<ul style="list-style-type: none"> Children are able to explain how the centre facilitates them to enjoy a range of rights Children and adults can describe how they and others act to create a rights respecting centre 	<p>Rights ambassadors will be reviewed and children will choose if they wish to be part of the rights group.</p> <p>Children will share current knowledge of rights and make links to nursery.</p> <p>Children will vote for which articles they would like to learn about</p>	<p>Staff PDRs</p> <p>Children's voting</p> <p>Floor books</p> <p>Staff questionnaires</p>	<p>August 2025</p> <p>January 2026</p> <p>May 2026</p>	
<ul style="list-style-type: none"> Children will speak with confidence about how positive relationships are encouraged Rights are used to clarify moral developments and consider rights respecting solutions 	<p>'Buddy system' will continue to ensure more children are invited to weekly rights meetings</p> <p>Rights leaders will deliver training to staff to revisit</p>	<p>Weekly rights ambassador's meetings</p> <p>Floor books</p> <p>Keyworker group times</p> <p>Staff questionnaire</p>	<p>Ongoing August 2025</p> <p>October in-service day 2025</p>	

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	UNCRC terminology and reflect on practice	PATHs		
<ul style="list-style-type: none"> - Children will feel safe in their environment and can describe their actions and those of others who contribute to this - Children can describe what they would do/ who they would speak to - Children can describe how the centre supports them with their health, social and emotional needs 	<p>Staff will work closely with children to reinforce what safety looks like, who contributes to this and when to ask for help</p> <p>Children will be involved in reviewing area risk assessments with staff, sharing their knowledge of risk and contribute to minimising risk within the centre</p>	<p>Children's risk assessment</p> <p>Group time focuses- EPM/ people who help us/ safe risk assessing/ ICT safety/ wellbeing check ins</p> <p>Home link bags</p> <p>PATHs groups</p> <p>Ferre Laevers observations</p> <p>Parental involvement – TACs/ stay and play sessions/ curriculum evening</p> <p>Family champion input</p> <p>Community walks</p>	September 2025-May 2026	
Children are included and valued as individuals in the centre	Children will participate in weekly rights groups (either as a buddy or rights ambassadors) A clear plan will be made each week to ensure children's views are recorded and heard	<p>Weekly rights meetings</p> <p>Paths groups</p> <p>Voting systems- fundraising events/ spending of funds etc</p> <p>Floor books</p>	Ongoing October 2025	

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	Children will link with schools rights ambassadors			
Children are involved in making decisions about their education	Staff UNCRC training will be revisited with all staff Clear links to children's rights will be evident in planning/ floor books and child's voice and interests will be recorded and showcased throughout the playroom	Initial UNCRC training modules Group time opportunities to share views	October 2025 Ongoing	
Achieve Silver rights respecting award	Our centre will aim to achieve our silver rights respecting award	Silver award action plan Observations from rights meetings Evidence gathering through parent/ child questionnaires Staff self-evaluation tasks Floor books planning	November 2025 to May 2026	

Section 2: Improvement Priority 2

Early Years Centre	Lenzie Meadow EYC
Improvement Priority 2	Participate in the Up, Up and away project

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Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? LB (SEYW) SS (EYW) and NP (EYW), all staff will be involved.
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NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required • Improvement in achievement, particularly in Literacy and Numeracy.	Delete / copy as required School and ELC leadership Curriculum and assessment Choose an item.	Delete / copy as required QI 2.4 Personalised Support QI 3.1 Ensuring wellbeing, equality & inclusion Choose an item.	Delete/copy as required 1.1nurturing care and support Choose an item. Choose an item.	Delete / copy as required Improvement in attainment in literacy and English Choose an item. Choose an item.

Opportunities for Leadership		Resource Requirements		
Leadership roles and responsibilities Numeracy/ literacy champions Pilot up, up and away document		Boards with board maker symbols Makaton resources Up, up and away documents Alice sharp- Literacy training documents		
Professional Learning		Parental Engagement and Involvement		
Makaton training Nurture training PATHs Numeracy training Literacy training- Alice sharp Up, Up and away training		Parental workshops Stay and play Home links		
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?	
Introduce the Up, up and Away document (Circle) to promote a universal approach to inclusion within the centre using appropriate documentation.	<ul style="list-style-type: none"> Up, Up and Away Mentor model to be supported by Senior Management Team to distribute to all practitioners in setting. All Practitioners attend In-service day training or in-house training provided is attendance not possible for all. Identified Practitioners (Mentor) and Senior Management to attend PLCs and online training. SMT review current holistic tracker and processes for universal support is clear for all staff 	<p>Facilitate and review Practitioner attendance at training.</p> <p>Staff PDRs</p> <p>Distribute documentation and ensure all practitioner engagement with the resource.</p> <p>Pre and post questionnaires to practitioners on their skills/knowledge.</p> <p>Evaluation of learning collated and distributed to all practitioners.</p> <p>Holistic tracker reviewed and amended to reflect care and learning information across all areas</p> <p>Clear processes on universal support shared with all staff</p>	August 2025	
Through Practitioner implementation of the documentation almost all children will all feel included and supported within the centre by a whole team approach.	<ul style="list-style-type: none"> Mentor will work through identified stages of the documentation guided by the PLC team. Record of progress using audit tools on environment. 	<p>SMT learning walk (1/3)</p> <p>Complete audit tools and identify actions from the literacy rich environment tool.</p> <p>Create action plan and implement priority.</p> <p>Parent feedback.</p>	August/ September 2025	

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	<ul style="list-style-type: none"> Provide opportunities for parental engagement. 	Stay and play session shared with families Inc. Curriculum evening		
All children will feel supported to access an environment that is inclusive and literacy rich.	<ul style="list-style-type: none"> Create a literacy rich action plan through Practitioner observations and review of areas. 	<p>Review progress through action plan, led by Management and Champion.</p> <p>Resource audit.</p> <p>Improved resources.</p>	October 2025	
Mentor will have and increased awareness of providing an inclusive learning environment and will ensure a collaborative working approach is supported in the team to improve outcomes for children.	<ul style="list-style-type: none"> Opportunities to visit pilot centres to review their practice. Engagement with the resources in the Glow Team tile. Coaching support given to practitioners by Mentor. Support from ELST and QIO. 	<p>Opportunities and time allocated for Mentor to engage with Practitioners to support implementation across the setting and gather observations and evaluations.</p> <p>Create a PDSA for individual identified areas of the setting to review.</p> <p>Floor books with pre and post photos, observations and comments.</p> <p>Learning walk (2/3)</p>	October 2025 to February 2026	
Almost all children will feel listened to and supported where children will receive purposeful and meaningful interactions from staff.	<ul style="list-style-type: none"> Staff will be introduced to the Reflective tool for Enriching communication. Practitioner reflection on communication practice. 	<p>Reflective tool to be used by practitioners as a self-reflective tool and as part of peer observations.</p> <p>Evaluate and review and evaluate improvements.</p>	February in-service day 2026	
Mentor practitioner to become familiar with the variety of tools within	<ul style="list-style-type: none"> Risk and Resilience tool Observation Tools 	Improved understanding of child's developmental stage.	In-service day February 2026	

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the documentation to support child progress	<ul style="list-style-type: none"> Identify stages tool Wellbeing Tool 	<p>Improved action plan outcomes and targets for individual children.</p> <p>Parental involvement opportunities to contribute to childrens next steps</p>		
Mentors will support identified practitioners to implement action plans for child as required	<ul style="list-style-type: none"> 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. 	<p>Review by SMT</p> <p>Feedback from parents and TAC.</p> <p>Review of targets for individual children.</p>	April 2026	
All staff to evaluate Year 1 of Up, Up and Away to ensure deeper implementation across the team and embed in the setting to provide positive outcomes for children.	<ul style="list-style-type: none"> Regular evaluation opportunities to provide opportunity for feedback. 	<p>Practitioner questionnaires</p> <p>SMT learning walks (3/3)</p>	May 2025	

Section 2: Improvement Priority 3

Early Years Centre

Lenzie Meadow EYC

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Improvement Priority 3	Continue to work towards STEM nation award, enhancing STEM learning indoors and outdoors (year 2/3)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? NT, STEM champions

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; • Improvement in achievement, particularly in Literacy and Numeracy.	School and ELC leadership School and ELC improvement Parent/carers engagement and family learning	QI 2.2 Curriculum QI 2.5 Family Learning QI 3.3 Developing creativity and skills for life and learning	2.1 Quality of the setting for play and learning 3.1 Quality assurance and improvement are well led 4.1 Staff skills, knowledge and values	Improvement in attainment in numeracy and Maths Improvement in attainment in literacy and English Improvement in children and young people's mental health and wellbeing

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 Screen Scotland Resources
Professional Learning	Parental Engagement and Involvement
STEM training QI- A quality framework UNCRC Professional reading	Stay and play sessions questionnaires

Outcomes/Expected	Tasks/Interventions	Measures	Timescale(s)	Progress
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	Create dedicated woodwork area outdoors and digital creativity zone indoors	Ipads, cameras PDSAs		
	Staff meeting- share current practice from woodwork area and digital creativity training	Teams tile – ensure all staff have access to STEM resources Home link bags	In-service day October 2025	
Children will be engaged, motivated in their play, showing curiosity, experimentation and problem solving. Children can talk about what they are doing using appropriate STEM vocabulary (e.g. measure, balance, connect, predict etc)	Plan and support child- led film projects (e.g. documenting the weather, how to videos, science experiments etc) Regular opportunities for children to design and build through woodwork and construction (bug hotels, ramps, dens etc) Establish community links (local walks, partnership working with local businesses, community garden etc)	Floorbooks Ipads Community walks Planning sheets (vocabulary)	Ongoing October 2025	
Evidence in planning, learning journals and floorbooks show breadth and depth of STEM experiences across the year	Christmas stay and play session focus on creativity and craft- Opportunities to produce woodwork craft	Stay and play sessions Questionnaire Learning walks (termly)	December 2025	

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	(STEM family learning)	Learning journal/ planning/ floor book monitoring (termly)		
	Gather feedback from children and families about their experiences with STEM and technology	Questionnaire Parent	May 2025	
Inclusive approaches means that all learners can access and enjoy STEM learning	Transition project with Lenzie Meadow P1 (Employability and STEM partnership working)	Links with primary 1 staff Liaise with parents to plan for all children to participate and co-ordinate days Nursery teacher and primary 1 staff to plan appropriate STEM experiences across both environments	May/ June 2025	