

Framework for Centre Improvement Planning 2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Meadowburn EYC
Head Teacher / Head of Centre	Jennifer Campbell – Head Teacher
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
Currently linked with Meadowburn Primary Vision, Values and Aims Will be updated this year as Improvement priority 3

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	LANGUAGE & LITERACY - Up Up and Away year 1 - Listening and Talking – Fream Canain	LANGUAGE & LITERACY - Up Up and Away year 2 - Listening and Talking Fream Canain - Reading and Writing Gaelic specific	LANGUAGE & LITERACY
Priority 2	PLAY & PEDAGOGY STEM	PLAY AND PEDAGOGY	PLAY & PEDAGOGY
Priority 3	WELLBEING OF ALL - Going for Silver – UNCRC Year 1 - Developing a Nursery Vision	WELLBEING OF ALL - Going for Gold – UNCRC Year 2 - Values and Aims	WELLBEING OF ALL

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Section 2: Improvement Priority 1	
Early Years Centre	MEADOWBURN EYC
Improvement Priority 1	LANGUAGE AND LITERACY – Up Up and Away, Listening and Talking
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HEAD TEACHER, NURSERY TEACHER AND CHAMPIONS Collaborating with: • Colleagues across authority • Educational Psychologist • Quality Improvement Officer • Early Years Support Teacher

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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• Improvement in achievement, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people;	School and ELC improvement Curriculum and assessment	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum	1.3 play and learning 2.1 Quality of the setting for play and learning	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged
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Opportunities for Leadership	Resource Requirements
- Leading and implementing opportunities within Champion Role - Professional networking and sharing of good practice - Leading PDSA – plan do study act (six week sprint approach) - Representing centre at workshops and meetings	- Staff, children & families - Time & Space - Rotas & schedules - Policies, procedures and guidance

Professional Learning	Parental Engagement and Involvement
- Professional Learning Community (PLC) involvement - Authority training opportunities – professional learning - Peer engagement – shared practice between practitioners - Guidance and supports from specialist partners - Research and reading	- Home Link opportunities – literacy packs - Workshops at nursery - Curriculum Events - Progress meetings and updates - Learning journal contributions from nursery and home - Care plan updates

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?	
Up, up and away – developing the inclusive, communication and language learning environment - All children's needs will be better understood and supported through increased staff understanding of inclusion, communication and language needs of children. - Improved environments for Children: using environmental audit tools	- Full staff training session at August in-service - Identified mentors to attend cluster meetings and professional dialogue sessions. - Action plan to be implemented through self-evaluation and guidance	- Environmental audit to determine starting point for Action plan - Planned feedback meetings with cluster group - Evaluation of outcomes and next steps - Follow guidance and audit tool	August 2025 – start with training and information session Ongoing Complete year 1 by June 2026	

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to evaluate and adapt the environment. Children will experience improved approaches for supporting them using the Up, up and away guidance.				
Listening and Talking - Fream Canain Children - - All children will benefit from opportunities to enjoy exploring and playing with patterns and sounds of Gaelic language, and use what they learn - All children will benefit from opportunities to explore events and characters in stories and other texts, sharing thoughts in different ways - All children will benefit from listening and talking in different situations, learning to take turns and listen to others - All children will benefit from participating in real and imaginary situations, sharing experiences and feelings in a way to communicate their message Staff – - All staff will enhance their knowledge of the (Gaelic specific) Literacy curriculum. They will further develop their understanding of	- Literacy Champion will attend authority PLC meetings to engage in professional dialogue and sharing of practice - Literacy Champion will attend training opportunities – this will be shared with all staff - Literacy Three year improvement cycle journey to commence with PDSA approach – Fream Canain implementation - Nursery Teacher will liaise and moderate with school GME staff as well colleagues across authority to share good practice and ideas for improvement - Nursery Teacher will monitor and support staff through planning and tracking process	- New progression framework tracking system will be used to monitor progress and achievements - Nursery teacher will complete moderation cycle throughout the year - Nursery teacher will record progress and developments through overall tracking system - Pre and post observations will be completed - To do, Doing, Done approach will be used to monitor progress, highlight next steps and challenges	August 25 – - Discuss at in-service - Link with EYC September to Dec – - Track children's learning and development - Complete mid-year progress report January to May – - Track children's learning and development - Complete end of year reports	

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experiences and outcomes, benchmarks and skills within the listening and talking curriculum.				
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Section 2: Improvement Priority 2	
Early Years Centre	MEADOWBURN EYC
Improvement Priority 2	PLAY & PEDAGOGY – STEM
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HEAD TEACHER, NURSERY TEACHER, EARLY YEARS WORKERS AND CHAMPION Collaborating with: • Authority training providers • Early Years Support Teacher • Quality Improvement Officer • Peer practitioners

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
• Improvement in children and young people's health and wellbeing;	Curriculum and assessment School and ELC improvement	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	Improvement in children and young people's mental health and wellbeing

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Opportunities for Leadership	Resource Requirements
- Leading and implementing opportunities within new Champion Role - Professional networking and sharing of good practice - Leading PDSA – plan do study act (six week sprint approach) - Representing centre at workshops and meetings - Development of environment and play experiences	- Staff, children & families - Time & Space - Rotas & schedules - Policies, procedures and guidance - STEM learning opportunities

Professional Learning	Parental Engagement and Involvement
- Training opportunities – professional learning - Peer engagement – shared practice between practitioners - Guidance and supports from specialist partners - Research and reading - Networking – visits to other centres	- Home Link opportunities – Maths packs - Curriculum Events - Learning journal contributions from nursery and home - Stay and Play opportunities

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?	
STEM – Science, Technology, Engineering, Maths - All children will have more opportunities to engage in STEM experiences both indoors and outdoors, leading to cross curricular skills development and learning. Staff - - Staff will participate in learning and development experiences to further their	- STEM area identified within the playroom - Champion role to be identified through PDR process - All staff will engage in learning and development opportunities - Implement STEM experiences – linking with digital ambassadors	- Pre and post environmental audits will be carried out to inform and develop action plan - PDSA will be implemented - To do, Doing, Done approach will be used to highlight progress and next steps and challenges - Learning and achievements will be shared through learning journals	- Ongoing from August 2025 to July 2026 - Termly audits	

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knowledge and skills, leading to improved outcomes for children.		Updates will be shared through email, Newsletters and social media platforms		
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Section 2: Improvement Priority 3	
Early Years Centre	Meadowburn EYC
Improvement Priority 3	WELLBEING OF ALL – Developing a Nursery Vision & Year 1 Going for Silver Rights Respecting Nursery Award
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HEAD TEACHER, NURSERY TEACHER, EARLY YEARS WORKERS AND CHAMPION Collaborating with: - Peer practitioners - Early Years Support Teacher - Authority training providers - Quality Improvement Officer

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;	Teacher and Practitioner professionalism School and ELC improvement Parent/carer engagement and family learning	QI 1.2 Leadership of Learning QI 3.1 Ensuring wellbeing, equality & inclusion QI 1.4 Leadership and Management of practitioners	4.3 staff development 4.1 Staff skills, knowledge and values 1.1nurturing care and support	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

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Opportunities for Leadership	Resource Requirements
- Leading and implementing PDSA (plan do study act) in line with current Action plan - Networking and sharing of good practice throughout the authority - Representing centre at authority PLC's - Champion role – leading centre initiative	- Staff, children and families - Time and space - Rotas and schedules - Guidance, policies and procedures

Professional Learning	Parental Engagement and Involvement
- Opportunities through authority professional learning calendar - Peer engagement and networking - Sharing good practice throughout authority - Attending PLC groups in line with Champion role	- Stay and Play - Home link - Curriculum Events - Progress Meetings and Reporting - Care plan updates - Learning Journal contributions - Evaluation and feedback

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?	
Rights of the Child - Going for Silver accreditation (2 years) - All children have awareness of their rights as individuals and can talk about them in age appropriate language - Children develop their skills through four capacities of learning as	- Start award application - Complete action plan - Family involvement - Celebrate achievements from home - Home link bear Barraigh a'Bho	- Action plan targets to achieve Silver award - Children's rights are evident in practice and policy - Measure impact on well-being during termly evaluations – holistic tracker	- Ongoing from August 2025 to July 2026 - Termly audits	

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successful learners, confident individuals, effective contributors and responsible citizens				
Developing a Nursery Vision A shared vision will provide a clear, consistent approach to learning and development for staff, children and their families within Sgoil Araich	- Develop Action Plan - Parental Involvement - Children's Voice - Leadership opportunity	- Action plan targets - Surveys and feedback - Children's voice	Ongoing from August 2025 to July 2026	

Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday, 23rd June 2025