

Framework for Centre Improvement Planning 2024/2025

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Milngavie Early Years Centre
Head Teacher / Head of Centre	Garry Graham, Head Teacher Debbie Docherty, Depute Head of Centre
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>At Milngavie PS & EYC we aim to provide education and care of the highest quality which fosters creativity and confidence, develops every child's skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is at the heart of our community. This is rolled out through effective leadership across all levels so ensure a consistent approach across both our School and EYC community.</p> <p style="text-align: center;"><u>Our Vision</u></p> <p style="text-align: center;">Working Together, Respecting Others, Reaching our Full Potential</p> <p style="text-align: center;"><u>Our Values</u></p> <p style="text-align: center;">Trust, Respect, Resilience, Compassion, Inclusion, Fairness, Equality, Nurture</p> <p style="text-align: center;"><u>Our Aims</u></p> <ul style="list-style-type: none"> • To build a caring school ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community. • To provide stimulating, challenging and meaningful learning experiences, meeting the needs and aspirations of all our children enabling them to face the challenges of the future in a digital world. • To foster interest and enjoyment in learning, motivating children to think creatively and independently to become successful and confident lifelong learners. • To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.

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- To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens.

Our Motto

Fide et fortitudine

Curriculum Rational

We have recently updated our Curriculum Rational in collaboration with staff, children and our families. This has been collated through questionnaires capturing everyone's voice showcasing what we value within Milngavie EYC and what are our unique qualities. This rationale ensures that there is a shared understanding about what we want to achieve for our children and what is required in order to provide a high quality provision for all learners. This was an important task to showcase good practice to help evaluate and review our curriculum innovation and learn from evolving best practice.

Within Milngavie EYC we utilise curricular documents and guidance to aid in planning experiences for our children, creating an inclusive environment for everyone to thrive. The Curriculum for Excellence, Realising the Ambition and My World Outdoors documentation along with Getting it Right for Every Child and UNCRC aid us in developing our practice and providing our children and families with high quality learning and play.

Please click on the link below to view our updated Curricular Rational.

<http://www.milngavie.e-dunbarton.sch.uk/early-years-centre/>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/2024	2024/2025	2025/2026
Priority 1	UNCRC – Rights respecting schools.	Planning/Tracking with a focus on Literacy and Numeracy.	GIRFEC – principles and values on children's rights.
Priority 2	Local community involvement.	STEM Development	Sustainability.

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Priority 3	Planning/Tracking with a focus on Literacy.	Quality Assurance – Moderation, monitoring and Self-Evaluation.	Numeracy focus on children's development.
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Section 2: Improvement Priority 1	
Early Years Centre	Milngavie EYC
Improvement Priority 1	Planning/Tracking with a focus on Literacy and Numeracy.
Person(s) Responsible	Head Teacher, DHoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
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<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in attainment, particularly in Literacy and Numeracy. <p>Choose an item.</p>	Curriculum and assessment Teacher and Practitioner professionalism School and ELC leadership	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Ensuring children's progress	1.3 Play and Learning. 2.1 Quality of the setting for care, play and learning. 3.3 Leadership and management of staff and resources	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership			Resource Requirements	

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<ul style="list-style-type: none"> • Whole nursery involvement lead by DHoC, Senior and Nursery Teacher. • Leadership roles established through PDR process to include Literacy and Numeracy champion. • Nursery Teacher to lead progression pathways for Literacy. • In-Service days utilised for development of staff skills and knowledge. • Training provided in-house, EDC or external providers to support practitioner knowledge and understanding. • Support and Challenge groups implemented. • WellComm assessments involving all staff. 	<ul style="list-style-type: none"> • Moderation implemented for planning, Learning Journals, Area audits, Environment audits, provocations and interactions. • Staff meetings, professional dialogue and training to be provided. • Numeracy & Literacy audit and resources. • Learning packs for all staff. • Maintenance of weekly planning. • Wall displays utilised for progression of learning along with floorbooks.
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Collegiate working with whole staff team and attached primary school. • CPD opportunities provided by EDC and external. • Sharing of best practice visits with other centres in the locality. • Literacy and Numeracy champion leadership roles. • Nursery Teacher leading progression pathways for Literacy for EDC. 	<ul style="list-style-type: none"> • Stay and Play with curricular focus • Curriculum Evenings • Home link resources • Focus Child Questionnaires • Learning Journal input

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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<p>Introduction to The Circle Framework for all staff exploring the key functions of the document in supporting the development of our inclusive learning environment. Staff will be able to adapt the environment in order to provide literacy rich opportunities for learners with a focus on identifying areas of support and providing early intervention to overcome literacy barriers.</p>	<p>SMT to lead the development of CPD opportunities in relation to The Circle documentation through collaborative learning opportunities with the adjoining primary school.</p>	<p>All staff to attend The Circle CPD opportunities (Planned for in-service day)</p> <p>Combined opportunities for professional dialogue with adjoining primary school in the sharing of best practice in relation to The Circle Framework.</p>	<p>The Circle training provided during August in-service days with adjoining primary school.</p>	
	<p>PDR focus along with newly established working party groups focusing on the impact of the Circle framework into environment audits, moderation and tracking. Collaborative working with the adjoining primary school as well as other local early years establishments in the sharing of good practice.</p>	<p>Working party groups established and meeting regularly to evaluate the implementation of The Circle framework in aiding literacy progression.</p> <p>Sharing best practice dates established with a rotation of professional dialogue opportunities provided with other local authority establishments and adjoining primary school.</p>	<p>Ongoing through out the academic year with a log of calendar dates provided.</p>	
	<p>Through the use of PDSA and audits, our environment will be adapted and developed to include a literacy rich focus with the development of</p>	<p>Completion of PDSA identifying developments of our literacy rich environment showcased through literacy audits.</p> <p>Development of literacy resources for use within the setting and at</p>	<p>PDSA to be complete by Dec'24.</p> <p>Literacy resources to be developed and</p>	

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	resources, playroom and outdoor space and practitioner interactions and observation skills. This will be developed though the use of moderation and support provided to all staff.	home through home link bags for families. Moderation will continue to identify gaps in learning with intervention, support or challenge provided at the earliest opportunity for each individual learner.	imbedded by Dec'24. Moderation and self evaluation evidence is ongoing.	
Numeracy Development of a numeracy rich environment where every individual has access to numeracy progression through exciting provocations and resources both indoors and out. A whole setting approach to imbed a numeracy focus moderated through tracking, observations and learning journal inputs to encourage attainment in numeracy for all learners.	All staff CPD and training opportunities provided to develop staff confidence and skills in numeracy development. Through PDR process numeracy champions will be identified to lead a numeracy focused approach utilising environment audits, observations and self evaluation along with tracking to monitor the attainment in numeracy.	All staff to attend training for CPD in numeracy to develop their skills and knowledge in order to embed into practice. Sharing of best practice and professional dialogue to be established. Numeracy champion to lead the numeracy development within the setting with the support of SMT. Audits, tracking, observations and evaluation to continue to be utilised to showcase developments in numeracy attainment within the setting and for each individual learner.	All staff to have received CPD opportunities in Numeracy by Oct'24. Calendar list of dates for sharing best practice ongoing. All documentation such as audits, moderation, tracking etc to be created and maintained by Jan'25. Audits revised termly with area audits checked	

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			every 4 weekly and at area change overs.	
	<p>Monthly tracking with every key group to identify areas of support/challenge for each child with individualised intervention identified and provided at the earliest stage. Moderation of weekly planning and learning journals will ensure every learner receives opportunities to develop numeracy skills showcasing progression in attainment.</p>	<p>Continuation of weekly planning, Learning journal moderation and monthly tracking to ensure a cross curricular approach to numeracy throughout the setting.</p> <p>Support/challenge groups to be created and established with individualised support provided to each learner.</p>	<p>Weekly planning moderation.</p> <p>Initial assessment of numeracy development identified through tracking and evidenced utilised to complete PDSA on improvements.</p> <p>Identification of Numeracy and literacy champions through PDR process.</p> <p>Monthly tracking.</p> <p>Support/challenge groups to be created and commencing by Jan'25</p>	

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	<p>NT to lead development of numeracy resources for staff to utilise during provocations and group time activities. Numeracy champion to lead on environment/area developments imbedding numeracy resources throughout. This ensures all children have access to numeracy resources throughout their free flow play and learning.</p>	<p>Development of numeracy resources such as home link bags, group time packs and provocation/observation support provided to all staff.</p> <p>Numeracy audits created and utilised to ensure all learners have access to numeracy opportunities both indoors and out.</p> <p>SMT observations such as environment walkround will support staff to engage with numeracy resources and highlight areas of improvement.</p> <p>Peer Observations and support will encourage all staff to lead on numeracy provocations and resource development.</p>	<p>Home link bags and group time packs to be created by Jan'25.</p> <p>Numeracy audits to be created and implemented by Sept'24.</p>	
<p>Maintenance of Literacy Progression Pathways Lead, WellComm assessments for all children and development of moderation and self evaluation evidence gathering.</p>	<p>All staff are trained in the use of WellComm toolkit and will work alongside NT to complete WellComm assessment for all pre-school children and those identified as requiring additional support. This allows early</p>	<p>WellComm assessments are completed for all pre-schoolers and those identified as requiring support.</p> <p>Support and challenge groups created with early intervention initiatives implemented at the earliest opportunity for learners to</p>	<p>WellComm assessments completed by Oct'24.</p> <p>Support/challenge groups to be created and</p>	

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	intervention strategies to be provided to help eliminate potential barriers to literacy development.	negate any barriers to literacy progression and attainment.	commencing by Oct'24	
	Moderation and Self evaluation will continue to be lead by DHoC with a whole staff team approach to evidence gathering including children and family feedback with iAbacus (online evidence gathering platform) updated regularly.	Moderation to continue with support and feedback provided to all staff and any training opportunities identified to help with staff knowledge and skill development. Self evaluation to be lead by DHoC with a holistic focus of evidence gathering from staff, children, families and other third party agencies and inputted onto iAbacus.	Moderation is on going with support provided regularly. Self-Evaluation is ongoing. iAbacus population of evidence established by Dec'24. Quality Assurance Calendar ensures monthly check points.	
	Literacy progression pathways lead will continue to be developed through the use of literacy audits (adapted to include the Circle documentation) planning and learning	Literacy Progression Pathways will continue to be lead and developed by NT providing support to all staff including learning journal training for new staff.	Literacy Progression Pathways development will be ongoing throughout the year.	

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	journal moderation and monthly tracking.	<p>Audits will be adapted in line with The Circle Framework and utilised by all staff in developing a literacy rich learning environment.</p> <p>Continuation of moderation with regular feedback and support provided to all staff by SMT.</p>	<p>Audits to be created and utilised by Sept'24.</p> <p>Moderation with support provided regularly and is ongoing.</p>	
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Section 2: Improvement Priority 2	
Early Years Centre	Milngavie EYC
Improvement Priority 2	STEAM Development
Person(s) Responsible	Head Teacher, DHoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; 	Parent/carer involvement and engagement School and ELC improvement Teacher and Practitioner professionalism	<p>QI 2.7 Partnerships</p> <p>QI 2.5 Family Learning</p> <p>QI 3.3 Developing creativity and skills for life and learning</p>	<p>1.4 Family engagement.</p> <p>1.1 Nurturing care and support.</p> <p>4.1 Staff skills, knowledge and values.</p>	Improvement in attainment in numeracy and Maths Placing the human needs and rights of every child and young person at the centre of education

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<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education; <p>Choose an item.</p>				Choose an item.
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Whole nursery involvement lead by DHoC, Senior and Nursery Teacher. Woodwork champion to provide training to all staff. PDR process to identify STEM champion. 	<ul style="list-style-type: none"> STEM resources. Training opportunities for all staff. Woodwork resources. Transition program with calendar dates.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Collegiate working with whole staff team and attached primary school. CPD opportunities provided by EDC and externally. Sharing of best practice visits with other centres in the locality. STEM champion identified. 	<ul style="list-style-type: none"> Home link bags. Stay and play sessions. Parental lead on STEM activities. Links to local businesses within the locality. Learning journal evidence gathering through observations.

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?	
Development of STEM area and resources to	CPD and training opportunities provided for all	All staff to participate in STEM CPD and training	All staff to have received CPD	

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encourage all learners to participate in STEM learning opportunities in order to develop their skills in numeracy, creativity and problem solving encouraging life long skills for learning.	staff to encourage knowledge, skills and practitioner confidence in providing a STEM inclusive environment to all learners through exciting provocations, learning opportunities and resources.	opportunities with the support from SMT. CLPL calendar of dates provided for all staff for upcoming year ahead highlighting opportunities for CPD with a focus on STEM. STEM champion to be identified through PDR process to lead STEM developments throughout the setting.	opportunities by March'25. Sept'24	
	Development of resources and STEM area to provide opportunities for all learners lead by a STEM champion as identified through our PDR process who will support all staff in the completion of a PDSA. This will help to identify strengths and gaps in current provision providing a baseline for further developments.	STEM champion to lead PDSA in STEM with all staff and children involvement. Resources identified and ordered for the use within provocations and in STEM area. Monthly tracking to identify gaps in learning with feedback to all staff to incorporate STEM into weekly planning through cross curricular links.	Completed by Jan'25 Nov'24 Ongoing	

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	Sharing of best practice with other local authority centres to strengthen partnerships within the locality encouraging practitioners to engage in professional dialogue opportunities, training and skill development. This will inspire practitioners to bring back best practice to embed into their setting and will inspire them to lead developments within STEM helping to ensure we provide the best provision for all of our learners.	Calendar of sharing best practice dates to be created with other settings within the locality. Professional dialogue calendar for opportunities of discussion both within our own setting, adjoining primary school and other local authority settings. STEM champion to lead PDSA and implement developments within the setting.	Calendar created by Sept'24 with sharing practice ongoing. Ongoing	
Maintenance of woodwork. Woodwork provides our learners with the opportunity to expand on their problem solving skills, design and creative ability as well as encouraging risk assessment through the use of real tools. The maintenance of woodwork in partnership with other	Maintain woodwork initiative with all staff to complete in house training. Focus on development of learners skills including problem solving and risk assessment through planning, observation and assessment which is tracked to display the progression in skills and attendance, encouraging all	Woodwork audit and spreadsheet utilised to gather evidence of every learners participation in woodwork and skill development. All children to be actively involved in risk assessment during woodwork activities. Individuals will guide their peers during woodwork tasks learning from each other.	Implemented by Oct'24 and ongoing recording. Ongoing	

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local authority settings to aid in school transition programs helps our learners to develop their social and emotional skills, building relationships with those children who will be attending the same school.	learners to participate in woodwork opportunities.			
	School transition to be implemented with a calendar of dates for woodwork initiative to be utilised within the primary school, and EYC setting. Calendar dates of sharing best practice with other local authority settings to be established with visits organised for all learners.	School transition program to be created with calendar dates of transitional visits to both the adjoining primary school and other local authority establishments. Sharing best practice calendar dates created for the year with evaluative questionnaire completed highlighting the impact these visits have had on staff practice within our setting.	Created by Dec'24 and implemented by March'25.	
Community STEM involvement	Local links to community involvement through a STEM approach helping to encourage skills for life long learning. Partnership working within the community will be established through positive relationships with Milngavie EYC being actively involved in the community lead by the STEM champion. This will include visits to local	Staff to establish working partnerships within the local community. Calendar dates of community involvement established and are ongoing with regular visits to the recycling centre and local businesses. STEM champion to develop community activities for all learners to participate in.	By March'25 Created by Nov'24 and ongoing. Ongoing	

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	businesses, recycling centre and use of local spaces.	Community engagement questionnaire and discussions will provide evaluative evidence of the impact this has had both in the community and with our learners.		
	Parental involvement within STEM will be encouraged through stay and play sessions and home link bags/ideas. STEM program created and rolled out each term for a 6 week block with a qualified science teacher to encourage learners to participate in STEM provocations to develop their knowledge and skills in numeracy, problem solving and creativity.	Home link bags to be utilised to develop home partnerships encouraging skill and curriculum development through STEM. Science program created for each term for a 6 week block lead by STEM champion and presented by a qualified science teacher to encourage participation of all learners. Measure of success will be evaluated through weekly planning, learning journey inputs and skills progression/next steps.	Ongoing Created by Sept'24 and ongoing.	

Section 2: Improvement Priority 3

Early Years Centre	Milngavie EYC
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Improvement Priority 3	Quality Assurance – Moderation, monitoring and Self-Evaluation.
Person(s) Responsible	Head Teacher, DHoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in attainment, particularly in Literacy and Numeracy. Improvement in skills and sustained, positive school-leaver destinations for all young people; 	<p>School and ELC improvement</p> <p>School and ELC leadership</p> <p>Parent/carer involvement and engagement</p>	<p>QI 1.1 Self evaluation for self improvement</p> <p>QI 1.4 Leadership and Management of practitioners</p> <p>QI 3.2 Ensuring children's progress</p>	<p>3.1 Quality assurance and improvement are led well.</p> <p>2.2 Children experience high quality facilities.</p> <p>1.4 Family engagement.</p>	<p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in attainment in numeracy and Maths</p> <p>Improvement in attainment in literacy and English</p>

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Whole nursery involvement lead by DHoC, Senior and Nursery Teacher. Engagement with staff, children and families in self-evaluation and driving forward improvement strategies. Quality assurance and collegiate calendars. Moderation of planning, Learning journals & floorbooks to ensure EDC triangulation of learning. Parental involvement including PTA. 	<ul style="list-style-type: none"> Timescales/action plan for timeline of tasks to be completed. Questionnaires IAbacus online self-evaluation tool.

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<ul style="list-style-type: none"> Monitoring and Auditing processes embedded. 	
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Collegiate working with whole staff team and attached primary school. Professional dialogue opportunities provided monthly with all staff involvement. Sharing of best practice visits with other centres in the locality. 	<ul style="list-style-type: none"> Questionnaires and evaluations. Working party groups. Self evaluation moderation.

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?	
Moderation Triangulation of learning moderation through incorporating weekly planning support and feedback, learning journal and next steps support and feedback and Floorbook	Continuation of weekly planning moderation to ensure a consistent approach by all staff with the incorporation of HWB, Num and Lit opportunities weekly for every learner aiding in skill development and knowledge.	Weekly Planning support and feedback to continue to be maintained by SMT. Learning Journal support and feedback to continue and be maintained by SMT.	Planning moderation weekly. Learning journal moderation monthly.	

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<p>implementation and moderation.</p> <p>This use of moderation and quality assurance helps to ensure a high standard of learning, teaching and assessment which is consistent for every learner within the setting. It helps to embed an ethos of reviewing and assessment to adapt and develop our practice as a staff team and keep up to date with all of the latest guidance and legislation.</p>	<p>Monthly Learning Journal Moderation to ensure a consistent approach by all staff with every child receiving the same amount of observations and inputs to share with families at home. Next steps will be monitored to ensure progress in skills and learning along with tracking through progression pathways monthly.</p> <p>Floorbook implementation by Nov'24 with moderation after every area change over – 8 weekly rotation to gather evidence of learning within every area of the setting identifying cross curricular links and learning opportunities within each curricular area.</p>	<p>Floorbooks to be re-established by October'24 with moderation paperwork created and implemented by Nov'24 and then continued after every area change.</p>	<p>Floorbook moderation implemented by Nov'24 and then 8 weekly (or after every area change)</p>	
	<p>Staff training and guidance will be provided through the moderation of provocations and observations to provide support for all staff in the</p>	<p>Moderation format to be created for peer observations, environment and provocations and implemented sporadically throughout the year will all</p>	<p>Ongoing</p>	

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	development of skills and knowledge with professional dialogue opportunities throughout the year.	<p>staff involvement and supported by SMT.</p> <p>Staff CPD development through CLPL training opportunities along with detailed staff training spreadsheet showcasing the uptake in professional learning opportunities to expand practice.</p> <p>In-Service days will continue to provide all staff with valuable opportunities for training, staff meetings and professional dialogue.</p>		
	Creation of environment audits, working parties and professional dialogue to upskill staff in taking ownership through PDR focus to create and maintain the best possible learning environment for all learners.	Working parties to be established with PDR process to identify champion roles, utilising PDSA to incorporate changes to the environment with feedback from children and families.	Ongoing	
<p>Self – Evaluation</p> <p>Self evaluation system to be created to help our staff</p>	System created for evidence gathering with tracking to identify gaps and strengths in provision. Collaborative	Self Evaluation format to be created and utilised by all staff supported by SMT.	Implemented by Oct'24.	

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team to maintain and improve our provision to the highest standards, conforming to all guidance and legislation within Early Years ensuring an excellent provision is available to all of our stakeholders. This will be a collaborative approach with children and families ensuring the children are at the centre of everything we do.	approach with staff, children and families to evaluate our setting.	Questionnaires to be distributed to all staff, children and their families.	Ongoing	
	Population of iAbacus to gather evidence of good practice within our setting. All staff, children and family involvement in working together to showcase strengths and make adaptations to any areas identified through our self-evaluation tracking helping to create and maintain a high quality provision for all.	iAbacus timetable to be created for whole staff input. Evaluations and questionnaires for all staff, learners and families. Use of quality assurance calendar and liaison calendar by all staff supported by SMT.	Termly; Sept'24 Jan'25 May'25	