



Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Torrance EYC
Head Teacher / Head of Centre	Laura Law
Link EY QIO	Kirsty Mahindru

Framework for Centre Improvement Planning 2025/2026

Centre Statement: Vision, Values & Aims and Curriculum Rationale

Vision Values and Aims

At Torrance Early Years Centre our vision is to provide excellence and equity for all by: ‘

Growing to be all we can be.’

Torrance Early Years Centre is committed to our values:

Respect, Kindness, Love, Honesty

Finally, at Torrance Early Years Centre, we will endeavour to meet the following aims:

Trust: a safe, trusting learning environment where families, children, staff and other professionals work together to meet the needs of all our children.

Opportunities: providing opportunities for children to grow and learn about themselves and the world we live in.

Right to play: providing quality learning experiences, both indoors and out, developing children’s interests and needs.

Responsibility: fostering children’s rights and responsibilities for themselves, each other and our environment.

Aspirations: Aiming high and empowering our staff and children to reach their full potential.

Nurture: creating an ethos in which all staff, families and the wider community are nurtured, respected, valued and empowered.

Creativity: celebrating children’s individuality by building on their interests, personalities, talents and abilities.

Equality and Equity: ensuring all our children are supported to grow and be all they can be.

Our curriculum rationale can be found at the following link: <http://www.torrance.e-dunbarton.sch.uk/early-years-centre/visions-values-and-aims/>

Looking Forwards – 3 Year Improvement Plan Priorities			
Session	2025/2026	2026/2027	2027/2028
Priority 1	Health and Wellbeing – Up, Up & Away	Health and Wellbeing – RRS Gold Award	Health and Wellbeing – Family Engagement
Priority 2	Learning, Teaching and Assessment- Numeracy & STEM	Learning, Teaching and Assessment- Literacy	Learning, Teaching and Assessment - Literacy
Priority 3	Pedagogical Practice: tracking learner’s progress	Pedagogical Practice: tracking learner’s progress	Sustainability

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Section 2: Improvement Priority 1				
Early Years Centre	Torrance EYC			
Improvement Priority 1	Health and Wellbeing – Up, Up and Away			
Person(s) Responsible	Depute Head of Centre & Early Years Worker Champion role			
NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; 	School and ELC leadership School and ELC improvement Teacher and Practitioner professionalism	QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.2 Ensuring children's progress QI 1.3 Leadership of Change	1.1nurturing care and support 3.2 leadership of play and learning	Improvement in children and young people's mental health and wellbeing
Opportunities for Leadership			Resource Requirements	
Up,Up and Away champion Depute Head of Centre to attended all training sessions			Up,Up and Away documentation Training	
Professional Learning			Parental Engagement and Involvement	
Up,Up and Away PLCs through EDC and collaborative working with other EYC settings across East Dunbartonshire Council.			Stay and play sessions, Curricular evening. Use of Up, Up and away to support TAC meeting discussions. Consultation and feedback around use of document in EYC.	

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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?	
Almost all children feel included and supported within the centre through a whole team approach.	All staff will undergo training to develop knowledge and awareness of Up, Up and Away. Ensure all staff are knowledgeable and confident using environment audit tools. Enhanced support and engagement through deeper understanding of developmental stages. Staff to observe practice in EDC pilot centres. Staff to access resources on Glow Team tile.	Peer training and evaluation. Pre and post feedback. Ferre Laevers observations. Parental and staff feedback. SLT observations. Areas identified for progression using PDSA cycle. Area/environmental audits. Planning documentation.	March 2026	
All children will access an environment that is literacy rich, enhancing literacy experiences.	Practitioners will create a literacy rich action plan through observations and review of areas.	Literacy Rich environment audits. Wellbeing assessments, Action plans, Ferre Laevers and holistic tracker.	March 2026	
Almost all children will feel listened to and supported through purposeful and meaningful interactions from staff.	Staff introduced to Reflective tool for enriching communication. Practitioners to reflect on communication practice.	Reflective tool. Peer observations. Staff evaluations and review. SLT observations.	May 2026	

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Section 2: Improvement Priority 2				
Early Years Centre	Torrance EYC			
Improvement Priority 2	Learning, Teaching and Assessment: Numeracy & STEM Nation Award			
Person(s) Responsible	Depute Head of Centre, Numeracy Champion (EYW), STEM Champion, Nursery Teacher			
NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people; • Improvement in achievement, particularly in Literacy and Numeracy. • Improvement in skills and sustained, positive school-leaver destinations for all young people; 	School and ELC improvement Curriculum and assessment	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum	1.3 play and learning 2.2 Children experience high quality facilities 4.1 Staff skills, knowledge and values	Improvement in attainment in numeracy and Maths Improvement in employability skills and sustained, positive school leaver destinations for all young people
Opportunities for Leadership			Resource Requirements	
Numeracy Champion STEM Champion			Mathematical, and open ended resources to promote early numeracy. Early level numeracy and mathematics progression framework. STEM resources	
Professional Learning			Parental Engagement and Involvement	
Numeracy Champion Meeting and Numeracy training STEM Training Self-Evaluation			Stay and play Parents meetings and progress up dates Home link bags	

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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?	
Children will benefit from increased opportunities to develop numeracy skills throughout the environment.	All staff to take responsibility for ensuring numeracy audits completed for areas and appropriate maths/numeracy resources provided. All staff will ensure numeracy is evident throughout EYC.	Initial assessments which will be carried out in November and repeated in April for preschool children to measure progression. Completed in January for ante pre children. Parent meetings, transition reports, area and numeracy audits /checklists, staff evaluation, children evaluation, parental feedback	Preschool Assessments November 2025 & April 2026 Ante pre children assessment January 2026	
Further opportunities to extend numeracy learning through skilled practitioners	Staff to continue to develop confidence in using progression pathways and be confident in addressing gaps in learning identified through assessments supported by Nursery Teacher. Numeracy Champion and Nursery Teacher will attend training and feedback to centre.	Self – evaluation Staff confidence questionnaire – pre & post SLT Observations Peer Training	May 2026	
Children will benefit from, increased opportunities to explore and develop STEM throughout EYC.	STEM champion will create a floor book for all staff to gather and showcase STEM opportunities/provocations across EYC. This will create our STEM Nation award evidence.	Staff will complete questionnaires to determine confidence in delivering STEM. SLT and Peer observations. Staff will take responsibility for uploading evidence of STEM in	Sept2026 Dec 2026	

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	Staff will complete STEM audits in their area to ensure this is evident throughout EYC as well as consultation with children throughout academic year. We will create children ambassadors for STEM in EYC.	their area to allow us to gain STEM Nation award. Learning journals Create children ambassador props i.e. lanyards.		
Parents will be confident in supporting the development of numeracy and STEM skills at early level at home.	Numeracy and STEM Champion to set and lead a numeracy and STEM stall at curricular evening to share practice and learning from EYC. Home link bags to support numeracy and STEM development at home.	Feedback from curricular evening. – Parental questionnaire. Feedback from home link bags	October 2025 May 2026	
Children will have increased opportunities for STEM activities through STEM a Story approach.	Nursery teacher will oversee and lead STEM-a-story development in EYC and enhance home links.	Parental feedback SLT Journal monitoring	May2026	

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Section 2: Improvement Priority 3				
Early Years Centre	Torrance EYC			
Improvement Priority 3	Pedagogical Practice: tracking learner's progress			
Person(s) Responsible	Depute Head of Centre Senior Early Years Worker Nursery Teacher			
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 • Closing the attainment gap between the most and least disadvantaged children and young people; • Improvement in achievement, particularly in Literacy and Numeracy.	Teacher and Practitioner professionalism School and ELC leadership Performance information	QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	2.1 Quality of the setting for play and learning 2.1 Quality of the setting for play and learning 4.3 staff development	Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy and English Choose an item.
Opportunities for Leadership			Resource Requirements	
Depute Head of Centre Senior EYW Nursery Teacher			Tracking document	
Professional Learning			Parental Engagement and Involvement	

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Introduction of tracking documentation	Extended awareness through sharing practice during our curricular evening. Opportunities for parents to experience learning environment through stay and play sessions.
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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?	
Children will be tracked across all curricular areas in Torrance EYC by key workers and NT this will be supported by EDC continuous provision planners. Staff will meet with SLT and will be involved with updating holistic tracker. This will support their progression and development holistically.	SLT will create an updated tracker using curriculum for excellence & progression framework (EDC) to create a system that allows all children to be tracked across every curricular area. Staff will be trained on this at In-service days. EYW will have responsibility for key group tracking documentation. SLT will meet with staff monthly ensuring they feel supported and that tracker is being completed effectively. Staff will meet termly with parents to have a collaborative approach learning and next steps.	SLT will monitor and audit tracker monthly with nursery teacher to ensure it is being used effectively. PDSA will be completed to monitor introduction of tracker into EYC. Staff feedback on new tracking system Initial Assessments Parents / next step meetings	May 2026	

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Children will benefit from learning experiences and shared goals and approaches from all staff in EYC.	Staff will have a shared understanding of approaches, values and aims for the ethos of Torrance EYC.	Staff & family questionnaires Consultation with children Ferre Laever observations Learning Journals.	May 2026	
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