



EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School/Establishment Information and 3 Year Improvement Plan Priorities	
School/Establishment	Torrance Early Years Centre
Head Teacher/Manager	Gillian Bonar / Jen Henderson DHoC
Link QIO	Kirsty Mahindru

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
Link to website.
Current Standards & Quality Report
Link to website and/or SWAY.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2026/27	2027/28	2028/29
Priority 1	<u>Wellbeing & Inclusion</u> Up,Up & away sharing learning with families. & Trauma Informed Practice.	<u>Wellbeing & Inclusion</u> Up,Up & away & Trauma informed practice - promoting wellbeing through nurturing relationships and emotional regulation	<u>Wellbeing & Inclusion</u> Further developing Trauma informed practice - Promoting wellbeing through children's voice, choice and rights.
Priority 2	<u>Pedagogy</u> Incorporating Being me Under3 into Torrance EYC & Schematic Play	<u>Curriculum</u> Embedding new CFE into Torrance EYC	<u>Curriculum</u> Curriculum & Implementing meta skills

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Section 2: Improvement Priority 1			
School/Establishment	Torrance Early Years Centre		
Improvement Priority 1	Wellbeing & Inclusion – Up,Up & away sharing learning with families & Trauma Informed Practice		
Strategic Leads	Depute Head of Centre and Early Years Workers & Champion Role Leads		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Choose an item. Family & Community Partnerships Choose an item.	Delete / copy as required Priority 6: Wellbeing & Inclusion Choose an item. Choose an item.	Delete / copy as required Improvement in children and young people's health and wellbeing Choose an item. Choose an item.	Delete / copy as required Wellbeing, inclusion and equality (HMIE) Choose an item. Choose an item.
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Up,Up and Away Champion to ensure up and away is fully embedded into centre. Family Partnership and GIRFEC Ambassador Champion to link closely CIP.	- Training and opportunities for staff team to have protected time to develop. - Time on quality assurance calendar to ensure implementing effectively throughout academic year.	- Stay and play sessions - Curricular evening - Parents meetings & TAC meetings - Learning journals - Use of Facebook page & celebration floor book - Continuous consultation with families – questionnaires etc. - Torrance Tea & Chat / Walking Groups promote wellbeing	
Professional Learning	Interventions for Equity	Additional Information	
- Champion role leaders and Early Years workers to attend PLCs from EDC training calendar. - Collaborative working across settings (Visiting other centres) - In- service training opportunities (coaching and mentoring)	Delete / copy as required social & emotional wellbeing		

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
Almost all children will feel included and supported with in Torrance Early Years centre, working collaboratively with families sharing the Up, Up and Away document deepening understanding of literacy rich opportunities and development both in EYC and at home.	- Ensure all staff are confident with using toolkits within Up, Up and Away document and actively use them in practice. - Sharing Up, Up & Away toolkits with families to deepen understanding of document in setting. - Introduce dual language tools, and collaborative family learning stories to fully embed children's home cultures and languages into daily practice.	- Family questionnaires pre and post CIP priority. - Ferre Laevers. - Peer and SLT observation with section linked to Up, Up & Away & talk strategies. - Curricular Evening - Use of Up,Up Away Toolkits - PDSA cycles to measure impact of up up and away in centre.	May 2027 - Ferre Laever obs - Aug'26, Nov'26, Feb'27 & May'27 - SLT Observations – Sept'26 & March'27 - Peer Observation – Oct'26 & Feb'27 - Curricular Evening – Sept2026	

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Children will experience partnerships with wider partners, families, and communities, in line with the GIRFEC approach fostering inclusion through our environment and engagement in centre.	• Nurture & Family engagement champion will share GIRFEC sessions with families. • Named champions will use Up, Up & Away Risk Matrix to identify children who could benefit from up up and away plan to ensure we are Getting It Right for Every Child.	• PDSA complete evidencing the GIRFEC group and impact. • Sharing at Curricular Evening. • Ferre Laever Observations • Up, Up and Away Risk Matrix paperwork to be completed and used to support individual plans for children along with tool kits from Up, Up an Away.		
All staff will be aware of trauma informed practice and approaches ensuring consistent support for all children and families.	• Ensuring environment is welcoming & nurturing • Ensuring full centre has a shared vision with families and open communication • Staff attending appropriate training (Ed Psych, Moodle, INSET) • Staff will demonstrate	• Emotional Coaching and regulation through Trauma informed lens by Nicky Shaw Pre & Post Training questionnaire. • Share & gather information at curricular evening. • Ferre Laevers • SLT observations considering interactions.	• Aug 2026 • Sept'26 • Ferre Laever obs - Aug'26, Nov'26, Feb'27 & May'27 • SLT Observations – Sept'26 & March'27	

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	increased confidence in trauma informed practice. • Children's voice and choice apparent throughout EYC.	• GIRFEC ambassador group PDSA cycle.	• Peer Observation – Oct'26 & Feb'27	
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Section 2: Improvement Priority 2	
School/Establishment	Torrance Early Years Centre
Improvement Priority 2	Curriculum – Embedding Being Me Under 3 & Schematic play
Strategic Leads	Depute Head of Centre & Early Years Workers

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Learning & Teaching Choose an item. Choose an item.	Delete / copy as required Priority 2: Learning & Teaching Choose an item. Choose an item.	Delete / copy as required Placing the human rights and needs of every child and young person at the centre Choose an item. Choose an item. Choose an item.	Delete / copy as required Staff skills, knowledge, values and deployment (CI) Choose an item. Choose an item.
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Create Being me Under 3 Champion Role	Being Me under 3 Document Resources age and stage appropriate	Stay and play sessions Parents meetings Home link bags for 2-3s.	
Professional Learning	Interventions for Equity	Additional Information	
EDC Centre Visits Self-evaluation	Delete / copy as required differentiated support		

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
Staff will implement 'Being me Three under 3' into Torrance EYC.	- All staff will attend In house training to develop understanding of document. - Staff will visit centres with in EDC to share practice. - Staff will actively use Realising the Ambition when considering Interactions, Spaces and experiences that are offered to under 3 learners. - Implement planning and tracking system for being me under three and appropriate next steps based on	- SLT learning journal monitoring –literacy, numeracy, HWB (add being me under 3 section and 3-5) - Feedback from home link bags for 2-3's. - Staff feedback regarding Being me under 3. - SLT will audit current practice against being me under 3 guidance. - Planning documentation for 2-3s. - Peer mentoring from staff with under 3 experience. - Gather evidence from families – parental questionnaires, self-evaluation and moderation.	May 2027	

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	individual interest and schemas. • Home link bag create to incorporate links for 2-3 children.			
Children under will experience high quality, responsive indoor and outdoor learning environments that align with the recommendations of the <i>Realising the Ambition: Being Me</i> guidance.	• Visit EDC centre's & cross authority centres 2-3 play spaces. • We will review our indoor and outdoor environment using Experience section of being me under 3. • Staff will actively use Realising the ambition being me, use being me under 3 to ensure both indoors and outdoors environment is effectively set offering age and stage appropriate resources and opportunities for children ages 2-5 years – ensuring	• Champion for being me under 3 will complete audits throughout academic year. • SLT observations.	• Dec'26 • Sept'26 & March'27	

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	appropriate risk assessments are in place.			
Outcome of schematic play on children.	• Visit EDC centre's & cross authority centres 2-3 play spaces. • In house training looking at schematic play • Staff will actively use Realising the Ambition when considering Interactions, Spaces and experiences that are offered to under 3 learners. • Review resources and ensure sensory play is accessible in setting.	• Staff feedback • Peer training from staff who have under 3 experience. • SLT learning journal & floor book monitoring • 6 week sprint to measure impact.	• May'27 • Monthly audits on Learning journals and planning.	

Section 2: Improvement Priority 3

School/Establishment

Improvement Priority 3

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Strategic Leads	

Education Service Aim		IMAGINE Leadership Strategy		NIF Priority		Quality Framework	
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Opportunities for Leadership		Resource Requirements			Parental Engagement and Involvement		
Professional Learning		Interventions for Equity			Additional Information		
		Delete / copy as required Choose an item.					
Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures		Timescale(s): Key dates for implementation and measuring impact		Progress	

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Centre Improvement Plans should be emailed to the link Quality Improvement Officer by 19th June 2026.