



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	Killermont Early Years Centre
Head Teacher/ Manager	Frances McLauchlan – Head Teacher Patricia Ross – Depute Head of Centre
Link QIO	Kirsty Mahindru

School/ Establishment: Vision, Values & Aims and Curriculum Rationale

Killermont EYC Vision Statement:

Nurturing and Inspiring Spaces Where We Can Play, Learn and Grow Together

Killermont EYC Values:

Kindness / Honesty / Respect / Fairness

At Killermont EYC we aim to:

- Actively give children time to talk about their emotions, ensuring their physical and mental health is at the heart of everything we do.
- Provide a safe, fun and nurturing environment indoors and out, where children are encouraged to reach their full potential.
- Create an inclusive ethos where our children are celebrated as individuals and their needs and beliefs are respected.
- Have a skilled and motivated staff team that takes an active role in their professional development journey to ensure high quality interactions and experiences for children.
- Provide a curriculum indoors and out that will facilitate fun, play based experiences that promote independence and foster positive attitudes to learning.

Current Standards & Quality Report

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

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	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	Improving inclusive learning through The Circle Up, Up and Away (Year 2)	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Play Pedagogy, STEM & Meta-Skills	Curriculum • CIC Implementation Planning	Pedagogy • CIC Implementation

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Section 2: Improvement Priority 1			
School/Establishment	Killermont Early Years Centre		
Improvement Priority 1	Improving inclusive learning through The Circle Up, Up and Away (Year 2)		
Strategic Leads	Depute Head of Centre, Early Years Seniors and Nursery Teacher.		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Equity & Opportunity Inclusion & Empowerment Choose an item.	Priority 6: Wellbeing & Inclusion Priority 5: Partnerships Choose an item.	Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Choose an item.	Wellbeing, inclusion and equality (HMIE) Staff skills, knowledge, values and deployment (CI) Choose an item.
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
- Leading and implementing opportunities within Ambassador Roles - Professional networking and sharing of good practice - Leading PDSA – Plan Do Study Act - Cascading information during staff meetings/in-service days	- Education Scotland's CIRCLE Up, Up and Away Framework - Staff, children & families - Time & Space - Rotas & schedules - Policies, procedures and guidance	- Questionnaires - Learning Journals - Play and Share Sessions - SWAY Update - Notice boards - Information Sessions	

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Professional Learning	Interventions for Equity	Additional Information
• Engagement with - Professional Learning Community (PLC) • Authority training opportunities professional learning • Peer observations – shared practice between practitioners • Guidance and supports from specialist partners • Independent Research and Professional Reading	social & emotional wellbeing	

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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
Almost all children will make progress in their learning and holistic development across the year.	Wellbeing and Inclusion Ambassadors to be established during the Professional, Development and Review Process.(PDR) All staff will receive a refresher session of the Up, Up and Away framework Senior Leadership team will review wellbeing and inclusions audit and observations tools to establish a more streamlined approach to information gathering Introduce and develop children's leadership roles in wellbeing and inclusion	- Professional Learning record to be established - Distribute documentation to support all practitioner engagement with the resource - Questionnaire to be issued to all practitioners to ascertain their skills/knowledge gained so far - Staff meetings and professional dialogue - Observations data and analysis - Staff planning and tracking documentation - Holistic Tracker termly updates - Ferre Laevers and Focus Child observations updated proforma, completed termly. - Introduce 'The Flower of Participate' to promote wellbeing and inclusion	Aug 2026 – In-service Sept 2026 – Dec 2026 August 26 – June 27	

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		and support peer relationships.		
Children identified as requiring additional support in literacy will demonstrate measurable progress against individual targets and developmental milestones. Children's language and communication needs will be met with support from professionals and partner agencies.	All staff will use observation strategies to identify and support individual learner's development of language and communication skills Wellbeing and Inclusion Ambassadors will attend authority PLC meetings to engage in professional dialogue and sharing of best practice	• Observations tools will be used to record and support children's progress and development. • Termly tracking meetings with the Early Years Teacher. • Feedback from Support for All and Team Around the child meetings. • Early Years Teacher planning and tracking overviews documenting children's progress • Referrals and intervention from specialist support services • Holistic tracker overview	August 26 – June 27 August 26 – June 2026	
All children will engage in quality literacy experiences across all our indoor and outdoor learning environments.	The Literacy Rich Environment toolkit will be used to audit the playroom and garden spaces, with an action plan created with key improvement targets identified.	• Audit tools to be used • Action plan to be populated and updated termly • Budget to be strategically used to update resources and environment where identified.	Reviewed in August 2026 – Ongoing across the year.	

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		Environment toolkit updated with completed action points throughout the year.		
All children and families will benefit from home-link experiences that promote the importance of literacy within the home environment.	Staff will support parents to share ideas for building strong foundations in literacy at home Staff will continue to promote and celebrate diversity British Sign Language (BSL) ambassador will share sign of the week with families Staff will offer support to parents in relation to literacy development, including input from the literacy/family champion Staff will create opportunities for family engagement in literacy activities in the centre. Staff will signpost families to external supports and resources	- Parent Workshop/Curriculum night. - Regular updates on the monthly SWAY. - Play and Share Sessions - Bookbug Sessions - Numeracy Theme - World Sight Day - Scottish Theme - World Autism Awareness Day - National Deaf Awareness Week - Learning Journal Updates - Parent feedback on home-link experiences - Parent feedback on events e.g. Bookbug / Play & Share in Family engagement floorbook. - Parent interactions and comments on Learning Journals.	August 2026 – June 2027	

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All children who require periods of rest and sleep will benefit from a quiet, calm space. This will help them feel safe, relaxed and comfortable. In addition, it will improve their mood, assist them to self-regulate, and provide them with the energy to enjoy all the learning experiences on offer.	Invite the EDC Inclusion officer to view our current space and offer advice. Invite the VI team to view our space and offer advice. Nurture Ambassador to consult the children to ascertain their views of the current space and create a wish list for improvement. All staff to be consulted to ascertain views and create a wish list for improvement. PDSA to be completed to track and monitor change.	• Professional dialogue • Children's consultation • Staff consultation • PDSA	July 2026 – Dec 2026	
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Section 2: Improvement Priority 2	
School/Establishment	Killermont Early Years Centre
Improvement Priority 2	Play Pedagogy, STEM & Meta-Skills
Strategic Leads	Depute Head of Centre, Early Years Seniors and Nursery Teacher.

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Learning & Teaching Equity & Opportunity Child Centred & Future Focused	Priority 2: Learning & Teaching Priority 4: Curriculum Priority 7: Skills for Learning, Life & Work	Improvement in achievement, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre Choose an item.	Staff skills, knowledge, values and deployment (CI) Play and learning (CI) Curriculum (HMIE)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
- Leading and implementing opportunities within Ambassador Roles - Professional networking and sharing of good practice with Killermont Primary School and beyond. - Leading PDSA – Plan Do Study Act	- Dedicated Time & Space - Rotas & schedules - Play Pedagogy Toolkit - Early Years Scotland – STEM Nation Resources - Skills Development Scotland –Meta skills Toolkit	- Questionnaires - Learning Journals - Play and Share Sessions - SWAY Update - Notice boards - Information Sessions	

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• Ambassadors to attended training opportunities vis EDC Training Calendar • Ambassadors to cascade information during staff meetings/in-service days		
Professional Learning	Interventions for Equity	Additional Information
• Engagement with - Professional Learning Community (PLC) • Authority training opportunities professional learning • Peer observations – shared practice between practitioners • Guidance and supports from specialist partners • Independent Research and Professional Reading	high quality learning experience	• Opportunities to create a streamlined early level approach to pedagogy across the Early Years centre and Primary school.

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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
All children will experience, regular high quality STEM opportunities across all areas of the EYC indoors and out. Staff will participate in learning and development experiences linked to STEM to enhance knowledge and skills, leading to improved experiences and outcomes for all children. All staff will have increasing awareness of the Curriculum Improvement Cycle (CIC) and the impact of potential change affecting their practice	Ambassador roles will be established during the PDR process for STEM and pedagogy	• PDR paperwork • PDSA – Measure Impact of STEM implementation across the year	July 2026 – July 2027	
	All staff STEM training: ➤ Science focus ➤ Provocations ➤ Link to Meta Skills	• Staff pre and post questionnaire • Environmental Audits • Updates will be shared through SWAY Newsletters, Learning Journals and Family Engagement Floorbook • Planning/tracking documentation. • Early Years Teacher planning and tracking overviews documenting children's progress. • Staff Feedback – Impact on Practice	August in-service day 2026	

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	Complete Numeracy and STEM environment audit and populate action plans	Action plan created and updated across the year	August 2026 - ongoing	
	All staff training on the CIC.	Staff pre and post questionnaires	October 2026	
All children will benefit from planning and group-time experiences that reflects their learning needs and interests, curiosity and motivation which will lead to higher levels of engagement across all areas.	SLT to facilitate where and when logistically possible weekly/fortnightly zone/ambassador planning meetings	- SLT to adapt weekly rota to reflect opportunities for more collaborative working across each zone area. - Staff planning to be visible in their zones. - Staff feedback/questionnaire	August 2026 - ongoing	
	SLT to continue to review group- time spaces and intentional learning planning.	- Rotas and weekly planner - PDS to measure impact across time - Staff/Children Questionnaires	August 2026 - ongoing	

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Developing staff knowledge and understanding of Meta Skills strengthens their practice by equipping practitioners with strategies to nurture creativity, critical thinking, collaboration, communication, resilience and adaptability. This enables practitioners to plan purposeful learning experiences, respond effectively to children's interests and support the development of lifelong learning skills across the curriculum, including STEM.	Develop staff understanding of Meta skills. ➤ Deliver professional learning session on Meta Skills and their relevance to an early years environment ➤ Create a visual guide for staff outlining key questioning and interaction techniques ➤ Introduce learning powers characters ➤ Meta-skills to be added to learning journals, floor books and planning to document skill coverage ➤ Collaboration between the EYC Practitioners and Early Level teachers in Primary school	• Staff pre and post questionnaire • Floorbooks • Learning Journals • Zone Planning Overviews • Professional Discussion during walk Round Wednesday. • Professional Discussions between EYC and Early Level teachers in KPS. • Children's consultation and feedback	August in-service day 2026 August 2026 – June 2027	
All children will continue to experience, regular high quality STEM opportunities across all	All staff STEM training: ➤ Engineering focus ➤ Provocations ➤ Link to Meta Skills	• Staff pre and post questionnaire • Staff Feedback – Impact on Practice	October in-service 2026	

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areas of the EYC indoors and out. Practitioners will continue to participate in learning and development experiences linked to STEM to enhance knowledge and skills, leading to improved outcomes for children.	All staff STEM training: ➤ Technology focus ➤ Provocations ➤ Link to Meta Skills	• Parent and child questionnaires and feedback • Family engagement floorbook • Staff pre and post questionnaire • Staff Feedback – Impact on Practice	February in-service 2026	
Developing strong quality assurance processes ensures all children experience consistently high-quality, inclusive and engaging learning opportunities across the early years environment.	Quality assurance ➤ Revisit expectations of planning and recording learning processes ➤ Streamlining of passports and care plans with regular updates. ➤ EYT to monitor and update processes on learning journals and SWAY newsletters, evidencing learning and teaching throughout the year. ➤ Strengthen triangulation of Learning and Teaching Approaches by Monitoring learning	• Feedback provided to staff. • Children's feedback. • Parent feedback – How are we doing questionnaire. • Tracking conversations with all practitioners. • Floorbook to highlight curriculum overviews. • Peer assessment opportunities via Walk Round Wednesday Monitoring.	August 2026 – June 2027	

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	journals, tracking, next steps and floorbooks ➤ Involve the children in reflecting on and evaluating their learning ➤ PDR Termly Group catch up meetings, ➤ Practitioner weekly zone planning meetings ➤ SLT to review all policies linked to Play Pedagogy to ensure they reflect approaches to STEM and Meta Skills			
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