

Castlehill Early Years Centre



Improvement Plan 2026-27



Castlehill—a community of learners



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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	Castlehill Early Years Centre
Head Teacher	Mandy Thompson
Link QIO	Leona Stewart

School/ Establishment: Vision, Values & Aims and Curriculum Rationale
Please follow this link to the Castlehill Website: http://www.castlehill.e-dunbarton.sch.uk/
Current Standards & Quality Report
Castlehill Early Years Centre - Standards and Qualities Report 2025-2026 Castlehill Early Years Centre is a busy nursery in Bearsden, sharing a campus with a mainstream primary school and an Enhanced Learning Resource. Go to this 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	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum CIC Implementation Planning	Pedagogy CIC Implementation

Section 2: Improvement Priority 1			
School/Establishment	Castlehill Early Years Centre		
Improvement Priority 1	Connecting with the Local Community to Support Wellbeing and Inclusion.		
Strategic Leads	Depute Head of Centre		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Equity & Opportunity Family & Community Partnerships Inclusion & Empowerment	Delete / copy as required Priority 6: Wellbeing & Inclusion Priority 3: Monitoring & Tracking Priority 5: Partnerships	Delete / copy as required 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	Delete / copy as required Wellbeing, inclusion and equality (HMIE) Nurturing care and support (CI) Children's progress (HMIE)
Opportunities for Leadership		Resource Requirements	Parental Engagement and Involvement

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Trauma Informed Practice Families Connect Community Learning and Development Champion / Ambassador Roles Partnership Working GIRFEC Group Forest Follows Including Every Learner	Up, Up and Away Local Community Links Local Nurseries Supporting Families Families Connect Community links with Local Primary, Secondary Schools and Early Years Centres Nurture Training Including Every Learner Training	Stay and Play Curriculum Events Curriculum Evenings Showcase Events Parent Workshops
Professional Learning	Interventions for Equity	Additional Information
Trauma Informed Practice Level 1 / 2 Supporting Families Families Connect Nurture Principles SIMOA	Delete / copy as required social & emotional wellbeing	

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 deliver key messages from SIMOA training to children in child friendly ways. Consideration of dynamic risk assessment in practice for all staff.	Children will be observed during focussed observations showing confidence in routines such as crossing the roads, walking together as a group and following instructions.	Training as part of Care Inspectorate CPD – staff provided time fortnightly to conduct CPD. Focused observations of visits to the local community Nov, Feb and May 2026/27	

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Almost all children will feel connected to their local community.			-	
	Introduction of Weekly Walks out with the early years centre.	Children will identify on a map the places they know in the local community. This will be completed at the beginning and end of the session showing increased knowledge of the local environment. Children being able to share their experiences of what they did and what they saw when going on local walks. This will be captured in floor books. Photos from walks, alongside skills development shared on Learning Journals	Care Home: Nov 2026 Local shops Feb 2027 Others May 2027	
	Introduce Stay and Play sessions with other nurseries. Larger outing for pre-school children as part of transition to school.	Children's voice gathered following visits and captured in a floor book. Photos of skills developed shared on Learning Journals	Once a term July 2027 (past CIP cycle)	

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	Through consultation with staff, parents and children rename rooms reflecting local community	Measure in session 2027-28 staff, children and parents start to use new names naturally.	June 2027	
Almost all staff will be able to support distressed behaviours through trauma informed practices.	Nurture Champion to undertake specific Nurture training Nurture Champions to cascade key takeaways from nurture training to wider staff team Introduction of monthly audits of ABC forms for vulnerable children noting themes and strategies for support. Up, Up and Away Champions to provide specific support for Key Workers of vulnerable children	Staff feedback following training Focussed observations/Quality assurance will show evidence of nurturing approaches/interactions. Evaluations within individual Wellbeing Plans show progress over time. Minutes of GIRFEC meetings show progress over time for identified children. Support for All/PSG Meeting minutes. Up, Up and Away Meeting Minutes.	Nurture training dates TBC Quality Assurance Calendar across session. Monthly. TAC meetings for specific children across session. GIRFEC meetings to take place monthly Trauma courses completed by staff across the session. Responsive across the session	

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	All staff to complete Trauma Informed Practice Level 1 within EDC/SSSC Targeted staff to attend Trauma Informed Level 2. Staff who have attended Trauma Training to share key takeaways with wider staff team.	Pre and post survey undertaken by staff in relation to understanding of trauma and how this affects practice.		
All families of children who attend Castlehill Early Years Centre feel supported, empowered and involved.	Families Connect, parenting support programme to be undertaken. Family Champion to visit other centres who are delivering Families Connect. Regular coffee and chat sessions to be held by Family Champion. Review of Family Engagement Calendar to in consultation with families, children and staff.	Pre and post measure of confident across specific parenting focus determined by parents. Parent comments following events. Measure of attendance shows an increase in engagement.	Termly. Termly August 2026	

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Section 2: Improvement Priority 2	
School/Establishment	Castlehill Early Years Centre
Improvement Priority 2	Outdoor play opportunities that support the development of Meta-Skills
Strategic Leads	Depute Head of Centre

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Learning & Teaching Child Centred & Future Focused Equity & Opportunity	Delete / copy as required Priority 2: Learning & Teaching Priority 3: Monitoring & Tracking Priority 7: Skills for Learning, Life & Work	Delete / copy as required Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all	Delete / copy as required Staff skills, knowledge, values and deployment (CI) Learning teaching and assessment (HMIE) Play and learning (CI)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Early Years Teacher Outdoor Play Champions Literacy Champion Numeracy Champion	Meta Skills Framework Meta Skills Progression Pathways Stramash Outdoors	Parental Workshops Curriculum Evenings Parent Consultations	
Professional Learning	Interventions for Equity	Additional Information	
Meta-Skills Framework Meta-Skills Progression Pathways Outdoor Play Training from Stramash	Delete / copy as required professional learning & leadership		

Framework for School Improvement Planning 2026 – 29

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 begin to develop an awareness of meta skills and how these impact on their learning within the context of outdoor learning.	Stramash Outdoors to deliver training programme August 2026 to February 2027. Training Dates: <u>14th August 2026</u> Embracing the Benefits of Outdoor Play (Inservice) <u>19th/20th August 2026</u> David Sobel Play Themes <u>16th/17th September 2026</u> Risky Play <u>21st/22nd October 2026</u> Loose Parts Play and Den Building <u>11th/12th November 2026</u> Implementing the Curriculum	Pre and Post staff survey in confidence, knowledge and understanding of supporting meta skills through the Outdoor Play Curriculum. Record of engagement / attendance from staff and CPD records. Observations/Quality Assurance of outdoor play experiences. Staff audit shows almost all staff will be confident in supporting with Outdoor Learning Approaches.	August 2026 and February 2027. Throughout session Termly as part of quality assurance calendar. April 2027	

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	<u>17th February 2027</u> Planning for Outdoor Learning and Fire Competency (Inservice) Moderation of planning	Planning moderation from EYT shows high quality outdoor learning experiences.	Once every 8 weeks	
	Delivery of Meta-Skills Introductory Session on August In-service Day from Early Years Teacher. All staff to observe their spaces to identify Meta-Skills evidenced in play to build familiarity with framework and language. Group Time will begin to support awareness of and development of Meta-Skills. Introduction of more focused structure to Group Time including a	Pre and Post Survey of understanding and application of Meta-Skills for all staff. Professional dialogue with staff about spaces in relation to the development of Meta skills Quality Assurance/focussed observation of group time Learning journal posts begin to refer to meta-skills Quality Assurance/focussed observation of group time	August 26 In-service May 27 In-service Every 12 weeks Group time is daily. Sep 2026	

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	backdrop overview developing wider range of skills across the curriculum. Planning Meetings with YET to have a focus on Meta Skills and observing these within play. Moderation of planning Develop / adapt planning paperwork to include planning for Meta Skills. Staff to refer to the development of meta skills within Learning Journals.	Almost all staff will engage in professional dialogue around Meta skills. The development Meta skills becoming evident within planning paperwork. Minutes of planning meetings Measure session 2027-28 almost all staff confidently identifying the development of meta skills within planning. Mentoring of learning journals	Once every 8 weeks Once every 8 weeks Ongoing Session 2027-28 Session 2027-28	
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