

Education Services 5 Strategic Priorities (NIF) are further detailed in the Education Service Plan 2025 – 2028.

Area For Improvement	Improvement Activity	Rationale for Inclusion	Related LOIP Priority	Due Date
<p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>ESP Priority 1 - Leadership</p> <ol style="list-style-type: none"> 1. Finalising and embedding of the refreshed Education Services Vision, Values and Aims (VVA) 2. Implementation of the Leadership Strategic Framework 3. Creation of and recruitment to IMAGINE Leadership Groups 4. Implementation of Leadership Progression Pathways 5. Review and implementation of MyGTCS in relation to the Teacher Induction Scheme and Professional Update. 6. Review SIP and SQR Templates. <p>ESP Priority 4 - Curriculum</p> <ol style="list-style-type: none"> 1. Adaption of EDC BGE Curriculum in line with national policy in 	<p>This is an improvement priority in Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2025.</p> <p>This priority reflects legislation in Children’s Rights and the UNCRC in Scotland. It also reflects the Scottish Government’s plan to <i>#KeepThePromise</i> made to care experienced young people by 2030.</p> <p>Actions align the refreshed National Getting it Right for Every Child (GIRFEC) policy framework.</p> <p>All priorities align to the IMAGINE Leadership Strategic which build on existing strengths, providing a structured framework to streamline approaches, ensuring ongoing developments within education and outcomes from continuous self-evaluation are effectively integrated</p>	<p>Our children and young people are safe, healthy and ready to learn.</p>	<p>31-Mar-2028</p>

	<p>relation to the Education Scotland Curriculum Improvement Cycle.</p> <p>Development of EDC Progressive Pathways in BGE beyond literacy and numeracy (aligning with any CIC developments).</p> <p>Development and implementation of mechanisms for sharing and informing all schools of curriculum developments and changes as part of the Curriculum Improvement Cycle.</p> <p>2. Development of progressive skills framework 3 to 18.</p> <p>3. Implementation of 21 hours class contact time (CCT)</p> <p>Review of:</p> <ul style="list-style-type: none"> • <i>Curriculum models in Secondary schools.</i> • <i>Structure of curriculum day in Secondary Schools.</i> 	<p>into establishments across the Education Service.</p>		
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	<ul style="list-style-type: none"> • <i>Review of secondary school day.</i> <p>4. Developing approaches to Learning for Sustainability meeting the requirements of Target 2030.</p>			
Improvement in children and young people's health and wellbeing	<p>ESP Priority 5 - Partnerships</p> <ol style="list-style-type: none"> 1. Implementation of the Parental Engagement Strategic Framework. 2. Development of the Supporting Families Strategic Framework. 3. Refreshing of the Reporting to Parents Policy. 4. Development of Transitions Policy to include processes from Early Years to Primary and Primary to Secondary. 5. Implementation of the Mental Health and Wellbeing Strategy for Education with partners including 	<p>This is an improvement priority in Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2025.</p> <p>This priority reflects legislation in Children's Rights and the UNCRC in Scotland. It also reflects the Scottish Government's plan to <i>#KeepThePromise</i> made to care experienced young people by 2030.</p> <p>Actions align the refreshed National Getting it Right for Every Child (GIRFEC) policy framework.</p> <p>All priorities align to the IMAGINE Leadership Strategic which build on existing strengths, providing a structured framework to streamline approaches,</p>	Our children and young people are safe, healthy and ready to learn.	31-Mar-2028

	<p>CLPL to support mental health and wellbeing</p> <p>ESP Priority 6 - Well-being and Inclusion</p> <p>1. Equalities and Rights</p> <ul style="list-style-type: none"> • <i>Review and update of the Including Every Learning Policies</i> • <i>Review, develop and update policy and procedure in line with legislative responsibilities</i> • <i>Development of a Child Friendly Complaints Policy under UNCRC</i> • <i>Expansion of the LGBT Charter Award in Primary Schools</i> <p>2. Child Protection and Safeguarding</p> <ul style="list-style-type: none"> • <i>Update to Child Protection and Safeguarding Policies and Procedures to reflect Prevent guidance</i> • <i>Introduce Equally Safe at School in Secondary Schools</i> 	<p>ensuring ongoing developments within education and outcomes from continuous self-evaluation are effectively integrated into establishments across the Education Service.</p>		
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	<p>3. The Promise</p> <ul style="list-style-type: none"> • <i>Develop and implement Whole Family Wellbeing Fund Strategic Plan</i> <p>4. Inclusive Practice</p> <ul style="list-style-type: none"> • <i>Implement the principles and practices of The Circle Framework</i> • <i>Implement the principles and practices of Up, Up and Away</i> • <i>Review Nurture Provision.</i> • <i>Update the EDC Relationships, Behaviour and Learning Policy.</i> • <i>Implement Trauma Informed Practice Professional Learning</i> • <i>Embed knowledge and practice of Emotionally Based School Avoidance. (EBSA).</i> • <i>Review of Included, Engaged and Involved 3 (IEI3)</i> 			
<p>Closing the attainment gap between the most and least</p>	<p>ESP Priority 2 - Learning and Teaching</p>	<p>This is an improvement priority in Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2025.</p>	<p>Our children and young people are safe,</p>	<p>31-Mar-2028</p>

<p>disadvantaged children and young people</p>	<ol style="list-style-type: none"> 1. Update of the EDC Learning, Teaching and Assessment Policy to a Learning and Teaching Strategy 3-18 based on: <ul style="list-style-type: none"> • <i>Thematic Review of Learning and Teaching</i> • <i>Pilot of the Learning and Teaching Self-evaluation Toolkits</i> <p><i>Targeted support and delivery of relevant professional learning for all schools and settings.</i></p> <p>ESP Priority 3 - Monitoring and Tracking</p> <ol style="list-style-type: none"> 1. Development and piloting of an Authority wide Tracking and Monitoring System for all schools from early level to point of exit. 	<p>This priority reflects legislation in Children’s Rights and the UNCRC in Scotland. It also reflects the Scottish Government’s plan to <i>#KeepThePromise</i> made to care experienced young people by 2030.</p> <p>Actions align the refreshed National Getting it Right for Every Child (GIRFEC) policy framework.</p> <p>All priorities align to the IMAGINE Strategic Strategy which builds on existing strengths, providing a structured framework to streamline approaches, ensuring ongoing developments within education and outcomes from continuous self-evaluation are effectively integrated into establishments across the Education Service.</p>	<p>healthy and ready to learn.</p>	
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	<ul style="list-style-type: none"> • <i>Purchase or design of a monitoring and tracking system.1</i> • <i>Pilot new system in selected schools.</i> • <i>CLPL for all schools.</i> <p>2. Development of a Monitoring and Tracking Strategy to ensure consistency of a level and consistency of language.</p> <p>3. Developing an agreed moderation programme for the Broad General Education in Literacy and Numeracy.</p> <p>4. Development and piloting of an authority wide tracking and monitoring system for eligible two-year olds.</p>			
Improvement in skills and sustained, positive leaver	<p>ESP Priority 7 - Skills for Learning, Life and Work</p> <p>1. Develop and implement the East Dunbartonshire</p>	This is an improvement priority in Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2026. The description highlights actions at a local level.	Our children and young people are safe, healthy and ready to learn.	31-Mar-2028






<p>destinations for all young people</p>	<p>Community Learning and Development (CLD) Plan.</p> <p>2. Develop and implement East Dunbartonshire Annual Investment Plan - No One Left Behind</p>			
<p>Improvement in achievement, particularly in literacy and numeracy.</p>	<p>ESP Priority 2 - Learning and Teaching</p> <ol style="list-style-type: none"> 1. Implementation of the EDC Literacy Strategy and Dyslexia Guidance 2. Implementation of the EDC Numeracy Strategy <ul style="list-style-type: none"> ○ Review and update of the EDC Dyscalculia Guidance in line with National Standards. 3. Implement the Digital Learning Strategy (Year 1) 	<p>This is an improvement priority in Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2026.</p> <p>This priority reflects legislation in Children’s Rights and the UNCRC in Scotland. It also reflects the Scottish Government’s plan to <i>#KeepThePromise</i> made to care experienced young people by 2030.</p> <p>Actions align the refreshed National Getting it Right for Every Child (GIRFEC) policy framework.</p> <p>All priorities align to the IMAGINE Leadership Strategic which build on existing strengths, providing a structured framework to streamline approaches, ensuring ongoing developments within education and</p>	<p>Our children are safe, healthy and ready to learn.</p>	<p>31-Mar-2028</p>






	<p>4. <i>Improve access to digital infrastructure and technology.</i></p> <p>5. <i>Develop the skills and confidence in digital technology to enhance the learning experience.</i></p>	<p>outcomes from continuous self-evaluation are effectively integrated into establishments across the Education Service.</p>		
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Section 5- Priority Performance Indicators

The Performance Indicators and Targets are presently being reviewed by Education Leadership Team for Session 2026 / 2027.

Code	PI Title	Reporting Frequency	2025/26 Baseline			26/27 Target	Rationale for Inclusion	Link to LOIP priority
			2025/26			26/27 Target		
			Value	Target	Status	Target		
EDU-01-BIP-2	Attendance levels of Looked After Children attending all EDC schools	Biannual	80.5%	87%		TBC	This PI is monitored biannually in partnership with Social Work.	Our children are safe, healthy and ready to learn
EDU-02-BIP-2	Exclusions of Looked After Children attending all EDC schools	Biannual	62.5	40		TBC	This PI is monitored biannually in partnership with Social Work.	Our children are safe, healthy and ready to learn
EDU-04-BIP-2	Number of parents participating in the Triple P programme	Biannual	683	375		TBC	Target increased for 2025/26 to reflect significant improvements in recent years	Our children are safe, healthy and ready to learn
EDU-05-BIP-2	Percentage of those supported by employability programme into employment	Biannual	54%	40%		TBC	This PI measures success of our employability programme supporting participants into employment.	Our people are equipped with knowledge and skills for learning, life and work.
EDU-07-BIP-2	Attendance rates in secondary schools (%)	Monthly	90.14%	92%		TBC	There is a requirement to closely monitor attendance to support children and young people to achieve their best.	Our children are safe, healthy and ready to learn.

Code	PI Title	Reporting Frequency	2025/26 Baseline			26/27 Target	Rationale for Inclusion	Link to LOIP priority
			Value	Target	Status	Target		
EDU-08-BIP-2	Attendance rates in primary schools (%)	Monthly	94.83%	95%		TBC	There is a requirement to closely monitor attendance to support children and young people to achieve their best.	Our children are safe, healthy and ready to learn
EDU-09-BIP-2	Exclusion of young people in secondary schools (days lost)	Monthly	203.5	130		TBC	There is a requirement to closely monitor exclusions to support children and young people to participate fully in education.	Our children are safe, healthy and ready to learn
EDU-10-BIP-2	Exclusion of children in primary schools (days lost)	Monthly	98	45		TBC	There is a requirement to closely monitor exclusions to support children and young people to participate fully in education.	Our children are safe, healthy and ready to learn
EDU-11-BIP-2	Number of young people undertaking Wider Achievement Awards	Annual (August each year)	1269	200		TBC	This PI measures the number of young people undertaking wider achievement awards. This is one indication of the learning progression for young people and reflects one of the key improvement actions for the Youth Services Team.	Our people are equipped with knowledge and skills for learning, life and work. Our children and young people are safe, healthy and ready to learn.
ECS-BIP14-60-03	Percentage of pre-5 partnership providers evaluated in Social Care and Social Work Improvement Scotland (SCWIS) inspections as good or better using National Care Standards	Annual	92%	100%		TBC	This PI indicates how well pre-5 partnership providers are performing in SCWIS inspections against the National Care Standards	Our children are safe, healthy and ready to learn.

Code	PI Title	Reporting Frequency	2025/26 Baseline			26/27 Target	Rationale for Inclusion	Link to LOIP priority
			2025/26			26/27 Target		
			Value	Target	Status	Target		
EDU-BIP16-19-10	Difference between SQA tariff scores for SIMD 1 / 2 and SIMD 9 / 10 for school leavers	Annual	355	480		TBC	This PI aims to demonstrate how we are closing the attainment gap between the most and least disadvantaged young people. The lower the value, the more progress has been made in narrowing the attainment gap. National benchmarking.	Our children are safe, healthy and ready to learn
EDU-BIP16-19-11	Average achievement for Reading for Curriculum for Excellence across all Primary School stages	Annual	88%	90%		TBC	National benchmarking.	Our children are safe, healthy and ready to learn
EDU-BIP16-19-12	Average achievement of Reading for third/fourth level Curriculum for Excellence in Secondary Schools	Annual	97%	99%		TBC	National benchmarking.	Our children are safe, healthy and ready to learn
EDU-BIP16-19-13	Average achievement for Maths for Curriculum for Excellence across all Primary School stages	Annual	88%	90%		TBC	National benchmarking.	Our children are safe, healthy and ready to learn
EDU-BIP16-19-14	Average achievement of Maths for third/fourth level Curriculum for Excellence in Secondary Schools	Annual	99%	99%		TBC	National benchmarking.	Our children are safe, healthy and ready to learn

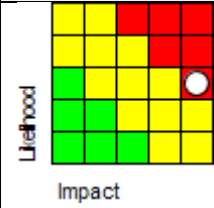
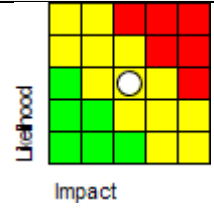
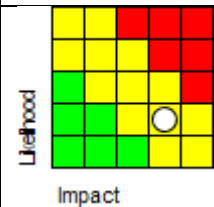
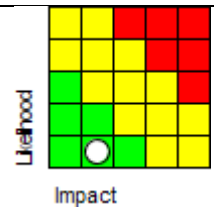
Section 6- Sustainability

We recognise the Education Service has a role to play in responding to the global climate and ecological emergency, and improving wellbeing and we will do so via the activities described below. A Quality Improvement Officer has responsibility for Learning for Sustainability.

Sustainability and Climate Change Activity					
Service activity	Impacts on climate change mitigation	Impacts on climate change adaptation	Impacts on biodiversity	Impacts on greenspace	Other sustainability impacts
<p>Schools and ELC participate in the National Eco Schools programme.</p> <p>Promote a whole school, pupil led approach to learning for sustainability.</p>	<p>Supports whole-school action for the environment including learning associated with carbon emissions.</p>	<p>Raises awareness of environmental and sustainable development issues through the four contexts for learning.</p>	<p>Schools and ELC identify biodiversity improvements to outdoor learning and social areas.</p>	<p>Schools may take part in environmental activities in local greenspaces e.g. wildflower planting.</p>	
<p>Continue to deliver the Climate Ready Classrooms programme across East Dunbartonshire in partnership with Keep Scotland Beautiful.</p>	<p>Primary schools actively create action plans to improve sustainability in their settings.</p>	<p>Raises awareness of environmental and sustainable development issues through the programme and the development of an action plan.</p>	<p>Supports biodiversity through the promotion of nature-based solutions.</p>	<p>Supports greenspace maintenance through the promotion of nature-based solutions.</p>	

Sustainability and Climate Change Activity					
Service activity	Impacts on climate change mitigation	Impacts on climate change adaptation	Impacts on biodiversity	Impacts on greenspace	Other sustainability impacts
Planned support of the development and delivery of the emerging Climate Action Plan.	Delivery of climate change mitigation benefits is a key objective of the document.	Delivery of adaptation benefits is a key objective of the document.	It is intended that the document will deliver co-benefits for biodiversity through engaging with community-led implementation of nature-based solutions to climate change and biodiversity decline.	Planned support of the development and delivery of the emerging Climate Action Plan.	It is intended that the document will deliver co-benefits for other related elements of sustainability including social inclusion and improved health and wellbeing.

Section 7- Risk Management

Description	Treatment Strategy	Internal Controls	Category(s)	LOIP Outcome(s)	Current Risk Matrix	Target Risk Matrix	Linked Actions
Financial Risks	Treat	Budget setting and monitoring. Support schools to deliver savings, including reduction in DSM.	Economic	All			Revisit DSM policy with School Leaders.
ICT Infrastructure Provision	Treat	Technical, Physical and Procedural Controls	Technological	All			Implementation of recommendations made by internal audit and other bodies.

Section 8 - Consultation and Engagement

Title	Description	End Date	How has the information gathered has been used to improve performance
Education Service Vision Values and Aims	The Education Service conducted a comprehensive consultation with all stakeholders to review the Vision, Values and Aims of the service. A high level of responses were received, and the voice of all stakeholders was considered in the final agreed version.	December 2025	<p>The new Vision for the Education Service '<i>Excellence for All - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life</i>' combined with the carefully chosen values of respect, courage, creativity, fairness and trust encapsulate the skills, actions and values expected for all of our staff, children and young people.</p> <p>Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.</p>
Multi-agency Suicide, and Self-Harm Guidance Documents	Young people consulted as part of the development of the revised guidance.	April 2026	Guidance amended following input from young people
Addressing Dyslexia Guidance and Implementation Plan	Staff, parents and children consulted as part of the development of the refreshed guidance	May 2025	Guidance amended following input from parents and young people
PM 3/42 Use of Mobile Devices in Schools	The consultation on PM 3/42 supported the review of mobile devices in EDC schools and	October 2025	The policy involved extensive consultation with pupils, parents and staff with feedback shaping policy development and operational guidance.

Title	Description	End Date	How has the information gathered has been used to improve performance
	<p>established a framework for the use of mobile devices that was relevant to the needs of learners.</p> <p>The policy aims to support teaching & learning, safeguard young people, ensure equity and inclusion and establish consistent expectations in schools.</p>		<p>Clear protocols have been established in schools. These are subject to ongoing review to ensure the policy remains relevant to learners' needs</p> <p>Schools will gather information via self-evaluation processes, including stakeholder focus groups and data on policy compliance to monitor the policy's impact and improve performance.</p>
Community Learning and Development and Local Employability Planning	Engaging with partners and service users to help shape priorities and actions	Ongoing	Information gathered has informed which programmes and projects are delivered and content.
My Voice, My Choice	Child Friendly Complaints	Ongoing	In line with UNCRC, children reviewed child friendly complaints process. Co-producing child friendly document.
My Voice My Choice, EDC Pupil Forum	Representatives from all schools meet four times per year and are consulted regularly in terms of EDC Education Service Improvement Priorities. This session seen consultation on child-friendly school improvement plans, child-friendly complaints, and approaches to anti-bullying.	June 2026	Pupil voice influencing school and local authority improvement priorities.

Title	Description	End Date	How has the information gathered has been used to improve performance
Weapons and Knife Crime Policy	Reviewed with young people to ensure clear understanding of policy, process, and practice.	Policy has been signed off at recent JNCT.	Policy aligns with Safer Schools, MVP and generic safeguarding practices.
Suicide and Self Harm Guidance: Safe Plan	Young people reviewed and redesigned Safe Plans that can be used to help support incidents of Self Harm	Embedded in Policy	Safe Plans will be shared as a resource to young people can access.
Whole Family Wellbeing-3 rd Sector Grants	Young People with lived experience consulted in commissioning process for 3 rd sector grant projects	Nov 2025	Young people's views informed allocation of funding.
Whole Family Wellbeing Fund- Flexible pathways of support	Parents consulted in design of WFWF Coffee & Chat programme	Ongoing	Partner agencies participating in Coffee and Chat identified through parent voice.
Development of WFWF Team	Parent groups at local primary & secondary schools consulted in relation to support needed within the community	Dec 2024	8-14 Local area co-ordinator appointed to develop neuro-affirming practice for younger age group.