

How Good Is Our Service

Education

April 2025 – March 2026

1. Local Delivery Story

The purpose of the Education Service is to deliver excellence and equity for all children, young people, families and communities. The Education Service strives to improve attainment and outcomes for all learners, with a particular focus on reducing inequalities and narrowing the poverty-related attainment gap.

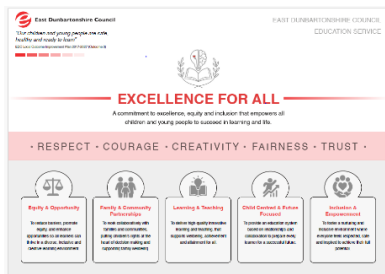
The purpose of this Report is to evaluate progress in improvement priorities set out in the Business Improvement Plan, April 2025 - March 2026, in line with statutory duties. The Report summarises performance and achievements and sets out key areas of focus for improvement that inform the Education Service Plan (ESP) 2025 - 2028 and policy and planning across the Service.

Our updated Education Service Vision, Values and Aims

Refreshed 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.

The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.



The new Vision for the 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*’ combined with the carefully chosen values of **respect, courage, creativity, fairness and trust** encapsulate the skills, actions and values expected for all our staff, children and young people.

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.

These are as follows:

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 and Teaching

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

Child Centred and Future Focussed

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

Inclusion and Empowerment

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

The Chief Education Officer is responsible for the strategic leadership of the Education Service and for advising the local authority on functions as set out in the Education (Scotland) Act 2016. The Chief Education Officer has direct line management responsibility for the Education Leadership Team (ELT) and all Head Teachers and Heads of Early Years Centres. The Education Leadership Team (ELT) have strategic remits to support planning, improvement and performance across the Education Service. ELT membership includes:

- Chief Education Officer
- Quality Improvement Manager (QIM) Early Years and Primary
- Quality Improvement Manager (QIM) Additional Support Needs (ASN) and Children's Services
- Quality Improvement Manager (QIM) Secondary and Provision
- School Planning and Improvement Manager
- Principal Educational Psychologist (PEP)
- Skills for Life, Learning and Work Manager

Quality Improvement Officers (QIOs), Central Officers and Educational Psychologists support quality improvement and the implementation of actions in the Education Service Plan.

Our Schools and Early Years Centres

The Education Service provides high quality provision across:

- 21 Early Years Centres and 1 ASN specialist Early Years provision
- 32 Primary Schools
- 8 Secondary Schools
- 1 ASN School
- 3 Primary and 3 Secondary Enhanced Learning Resources (ELR)
- Primary and Secondary Well-being Support Services
- 31 Early Years providers in the private, voluntary, and independent sector, including Childminders who are in contract with the Council to deliver funded Early Learning and Childcare hours.

2. Prioritised Performance Indicators

Local Outcome Improvement Plan (LOIP)

Specific link between the Council activities and delivery of the wider Strategic Group Priorities and LOIP outcomes and guiding principles are as follows:

- The Education Service has responsibility for delivering and/or contributing to three of the six Local Outcomes.
- The Service contributes to Local Outcome 2: Our people are equipped with knowledge and skills for learning, life and work; and Local Outcome 4: East Dunbartonshire is a safe place to work, live and visit.
- Education has a lead role in Local Outcome 3: Our children and young people are safe, healthy and ready to learn.

National Improvement Framework and Improvement Plan (NIF)

The National Improvement Framework (NIF) states that Scottish education should be ambitious, inclusive, and supportive in order to deliver:

- Excellence through raising achievement and improving outcomes: ensuring that every child and young person achieves the highest standards they can.
- Achieving equity: ensuring every child and young person has the same opportunity to succeed.

Key priorities of the National Improvement Framework

The key priorities of the National Improvement Framework are as follows:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;

- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

The outcomes that are expected to be achieved are as follows:

1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
6. Improving relationships and behaviour, and attendance, with increased engagement in learning in a culture of dignity and respect for all.
7. An education system engaging in digital technologies to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

In line with the Education Service vision of 'Excellence for All', the totality of these performance indicators is at the core of all carefully considered priorities to ensure continual improvement across Education Service. Priorities are fully outlined in the Business Improvement Plan (BIP) and Education Service Plan (ESP).

3. Key Areas of Achievement

The following sections outline the progress made against the Business Improvement Plan (BIP) Priorities from April 2025 – March 2026.

Overview of Progress

- From April 2025 to March 2026, the Education Leadership Team (ELT) and central officers have continued to maintain a strong focus on strategic planning and improvement. They are presently completing the evaluation process which will be published via the Standards and Quality Report (SQR) 2025 – 2026. This will then inform any amendments of changes required in the Education Service Plan (ESP) 2025 – 2028.
- ELT continues to lead the strategic direction of the Curriculum Improvement Cycle (CIC) in East Dunbartonshire Council (EDC) through a strategic approach with all sectors working in partnership. The Quality Improvement Managers (QIM) are leading on this with a strong focus on pedagogy, skills progression and the implementation of a revised Cluster Approach.
- The Chief Education Officer (CEO) continues to lead the Association for Directors of Education in Scotland (ADES) QUAD 1b. Supported by the Quality Improvement Manager (QIM) for Early Years and Primary. He leads the strategic direction of the partnership between East Dunbartonshire Council (EDC), Perth and Kinross Council, Aberdeenshire Council and Orkney Council. In addition to the Strategic Group, there are two newly formed workstreams focusing on Leadership and Quality Improvement to enhance self-evaluation processes and to share best practice across all 4 Councils. The Chief Education Officer also sits on Council for the GTCS (General Teaching Council for Scotland) where he contributes to professional and regulatory frameworks to support teacher professional conduct and development.
- The comprehensive IMAGINE Strategy continues to span Early Years and Childcare, Primary and Secondary Education, including Skills for Learning, Life and Work. It is supported by seven key strategic priorities: leadership, learning and teaching, tracking and monitoring, curriculum, partnerships, wellbeing and inclusion and skills for life, learning and work. The IMAGINE Strategy Groups continue to make very good progress towards achieving the targets set for Academic Session 2025 – 2026. They report monthly to the link QIM and progress will be outlined in the SQR which will be shared with Education Committee and published on EDC website for wider stakeholders.

- All Schools and Early Years Centres continue to work in partnership with link Quality Improvement Officers (QIOs) through focused support and challenge visits from QIOs. This continues to enable them to review data, agree next steps and identify targeted support to secure improvement. SQA attainment reviews were completed with every secondary school.
- All Primary and Secondary Head Teachers attended a Leadership Forum delivered by HR focusing on Attendance Management. ELT are working closely with Human Resources and schools to ensure there is a focus on improving attendance across all areas of the Education Service.
- The Additional Support Needs (ASN) seminar took place on Wednesday 12th November 2025 with all services and schools in attendance, this was centred on supporting and working effectively with parents and carers, was highly productive and well received. Staff engagement was thoughtful and constructive, with participants showing a strong commitment to strengthening partnerships with families. The seminar was opened by Professor Gale Macleod from the University of Edinburgh, giving a summary of parental engagement and involvement across Scotland.
- The EDC Secondary Schools Learning Festival 2025 was a highly successful and deeply valued professional learning event. The feedback from teachers across the authority was overwhelmingly positive, confirming the festival's role as a cornerstone of professional development. The event's success was driven primarily by its timely and practical focus on Artificial Intelligence, its provision of skills-based workshops, and its invaluable function as a forum for professional dialogue and collaboration. The evaluation was shared with schools and professional learning resources from all workshops uploaded into Teams for staff. Evaluations were strongly positive; almost all staff valued the opportunity to engage with colleagues, almost all agreed workshops supported their professional learning, almost all agreed that their workshop learning would enhance their practice and almost all requested further opportunities for collaboration. Feedback will shape approaches to further collaborative work, including work on the Curriculum Improvement Cycle.

School and Early Years Centre Awards and Achievements

- Millersneuk, Mosshead, St. Machan's and St. Matthew's Primary schools were inspected by His Majesty Inspectorate of Education (HMIE). Across all four schools, common strengths included positive and caring relationships between staff, children and families and a culture where children actively contribute to their school life and the wider community, demonstrating pride in their achievements. St. Machan's Primary inspection recognised motivated learners within Science, Technology, Engineering and Mathematics (STEM) subjects. It was also highlighted that there is a need to improve approaches to learning and teaching to ensure all children receive a consistently high-quality learning experience that provides appropriate challenge and support.
- Millersneuk, Mosshead and St. Matthew's Primary Schools all achieved very good evaluations for Learning, Teaching and Assessment and Raising Attainment and Achievement. Pupils learning in positive environments supported their progress and attainment particularly in literacy and numeracy. Enquiry based learning and play were identified as areas of good practice across the three schools.
- The authority's Quality Improvement Team leads review activity in collaboration with Head Teachers and Depute Head Teachers. The Quality Improvement Review process critically evaluates each school's self-assessment to determine performance, assess the impact of improvement actions, prioritise outcomes for learners, and consider the school's capacity for sustained continuous improvement.
- During this reporting period four Quality Improvement and Thematic Reviews were undertaken across both the primary and secondary sectors. The participating schools were Clober Primary, Thomas Muir Primary, Bearsden Academy and Boclair Academy.

Several key strengths were identified throughout the reviews and included:

- Strong, collaborative leadership and review processes effectively evaluate performance, drive improvement actions, and support sustained continuous improvement
- A calm, welcoming, and inclusive school environment with highly effective approaches to wellbeing, fostering a strong sense of belonging for all learners

- Confident, respectful, and engaged pupils who demonstrate pride in their school and actively contribute to its positive ethos
 - Highly effective partnerships with families, community, and external organisations, enhancing learner experiences and supporting system-wide improvement
 - Robust pupil leadership and staff professional learning (CLPL) approaches that significantly influence whole-school improvement and promote a culture of enquiry
 - A strong commitment to equality, diversity, and inclusion, underpinned by excellent relationships and a positive whole-school ethos.
- During this reporting period, quality reviews were completed at Lenzie Meadow EYC, Auchinairn EYC and Lairdsland EYC, alongside a thematic review focusing on inclusion at Clober EYC. These reviews were undertaken collaboratively by the Early Years Quality Improvement Officers, Head Teachers with Early Years Centres and identified Depute Heads of Centres. The new Quality Improvement Framework launched in September 2025, has been increasingly embedded within the early years review process.
 - The reviews used a rigorous, evidence-informed approach, drawing on documentation, playroom observations and meaningful engagement with children, staff and parents. Across Auchinairn, Lairdsland and Lenzie Meadow, a strong, nurturing ethos was evident, underpinned by positive relationships with families, leadership opportunities at all levels and a clear commitment to continuous improvement. High-quality indoor and outdoor learning environments support child-led learning, independence, wellbeing and inclusion, with individualised care plans and children's rights reflected in daily practice. The thematic review at Clober EYC highlighted a warm, inclusive environment where staff know children well and effectively support individual needs through personalised planning and strong parental partnerships.
 - Overall, the collaborative review process supports a team-based approach, assessing each centre's capacity for improvement through its own self-evaluation and identifies strengths and next steps to support sustained improvement. A next step is to incorporate the Quality Indicator: Curriculum in line with HMIE single inspection priorities.
 - As one of East Dunbartonshire Council's funded providers St Mary's Nursery in Kirkintilloch was inspected and found that children were enthusiastic, curious and increasingly independent. They benefit from a wide variety of play experiences and opportunities to explore their local area. It was noted that staff know children very well as individuals and have a sound

understanding of their specific needs. It was identified there is now a need for children to apply and consolidate their learning in Numeracy and Literacy and staff should use data to identify and address any gaps in children's progress.

- The Education Leadership Team welcomed the Chief Executive from Education Scotland to discuss the positive work of the service, coupled with a very positive visit to our ASN school, Woodland View. She reported a very positive visit to the service and school.
- The annual EDC Music Service Christmas Concert took place in the Royal Concert Hall on Monday 2 December 2025. The musicians and singers were outstanding, and the concert was a real celebration of the skills and talents of our children and young people. Councillor Williamson gave a vote of thanks where she recognised the hard work of the Music Service and their commitment and dedication to music in EDC.

Schools and Early Years Centres have achieved a variety of awards as outlined in the monthly HGIOS Reports. Some examples of which are as follows:

- St. Matthew's Primary pupils were the National UK winners of The Sustainables Academy competition.
- Baljaffray has achieved the Science, Technology Nation award for promoting excellence, equity, inspiration and connection in STEM.
- 11 schools entered the Walk, Wheel, Cycle Trust National Road Safety Competition. Baljaffray and Mosshead placed as runners up and will receive a banner of their winning design. Gartconner, Holy Family, Clober, Craigdhu, Bearsden, Colquhoun and Meadowburn will also receive a banner of the overall winning design for being amongst the first 10 schools to enter the competition.
- Colquhoun Park Primary School and Early Years Centre was awarded their 10th Eco Schools Green Flag, recognising a twenty year commitment to environmental education. This is serious accomplishment and a first for East Dunbartonshire.
- Oakburn Early Years Centre hosted their national STEM Nation event following their achievement in completing the STEM nation award. Thirty practitioners from across the West Partnership attended the event and the feedback was very positive.

Early Years, Primary, Secondary and Supporting Families (including ASN and ESP)

Attainment

Literacy

- In session 2024/25, attainment in Reading has remained high and consistently above the national average. Performance across Early, First, and Second Levels has improved compared with the previous year, with P1 increasing by 0.4%, P4 by 1.3%, and P7 by 1.7%. Attainment in Writing for 2024/25 remains strong across all levels and continues to exceed national averages: P1 by 6.4%, P4 by 8%, and P7 by 8.1%. Attainment in Listening and Talking remains high and above national averages at all stages, with P1 performing 6.6% above national levels, P4 6.9% above, and P7 6.5% above.
- Combined literacy achievement of pupils in P1, P4 and P7 for learners in Quintile 1 (most deprived) for 2024/25 showed a notable improvement, surpassing the projected trajectory of 60–63%. Attainment in Quintile 5 (least deprived) is also approaching its stretch aim target, with only a 0.5% increase required to meet the 89–90% trajectory. Collectively, these improvements have contributed to an 8.2% reduction in the poverty-related attainment gap between 2023/24 and 2024/25. These outcomes indicate that the local authority is making meaningful progress in improving literacy for children and young people, particularly for those in the most socio-economically disadvantaged areas. The accelerated improvement in Quintile 1 suggests that targeted interventions and equity-focused strategies are having a positive impact. Meanwhile, continued strong performance in Quintile 5 demonstrates that overall system quality remains high. The substantial narrowing of the poverty-related attainment gap reflects a more equitable literacy approach and positions the authority well to meet its longer-term stretch aims. At Early Level, the most significant improvement this year was observed in reading, where the attainment gap narrowed by 12%. Writing continues to present the widest gap at this stage. At First Level, the attainment gaps in both reading and writing reduced by 2% over the year, while listening and talking showed a 7% reduction. At Second Level, the greatest progress was made in writing, with a 9% reduction in the gap. The gap in reading narrowed by 7% and listening and talking improved by 8%.
- In Reading, achievement levels for those pupils achieving third level or better in S3 continues to be very high and well above the national average. Those pupils in S3 achieving fourth level is sitting at 83%, which is an increase of 7.5% from session 2023/24 and 15% higher than the national average. Achievement levels in Writing for those pupils achieving third level or better in S3 has increased by 1% from 2023/24 and is nearly 6% above the national average. For those pupils achieving fourth level in S3 this is sitting at 81.4%, which is significantly higher (15.4%) than the national average. Listening and Talking achievement levels for those pupils achieving third level or better in S3 continues to be very high at 97.1%, an

increase of 0.3% from 2023/24 and is over 5% above the national average. S3 pupils achieving fourth level is 84.5%, which is an increase of 4.3% from session 2023/24 and 15.5% higher than the national average.

- In session 2023/24, the poverty-related attainment gap in S3 between young people in SIMD 1 and 5 was 3.3%. Although there is a very narrow increase in the poverty-related gap in session 2024/25 (1.6%), this is mostly due to the increase in attainment in Q5.

Numeracy

- In session 2024/25, numeracy attainment remained high across P1,4,7 with an average of 88% of pupils attaining their appropriate level (80% nationally in 24/25). In S3, the number of pupils achieved third level or beyond has increased to 99% and pupils attaining fourth level by S3, has remained high at 84%.
- By continuing to focus on supporting learners in the most deprived areas, there has been a significant decrease in the poverty related attainment gap (PRAG) this year to 17.9% (narrowed by 4.2%). This has been due to improvements in pupils achieving numeracy in quintile 1 (+3.9%) with achievement in quintile 5 remaining static at approximately 93%. While the poverty related attainment gap is slightly wider than the national gap of 16.6%, the attainment of children residing within Q1 in East Dunbartonshire is now 2.3% above the national average of 72.5%. Deeper statistical analysis of attainment data shows that gains in closing the poverty related attainment gap were made across early, first and second level, with the most significant gain being made in P4 (first level). There is no measurable poverty related attainment gap for pupils in S3 achieving third level numeracy. Nationally, the poverty related attainment gap in S3 is 11.6%.

Senior Phase

- Performance in SQA National Qualifications in 2025 remained strong across our eight secondary schools at SCQF Levels 5, 6 and 7. In S4, 67.0% of young people attained 5 + awards at Level 5. In S5, 83.5% of young people attained 1+ Level 6, with 62.8% 3+ Level 6 and 41.2% at 5+ Level 6. Both Level 5 and Level 6 awards improved from 2024. For young people in S6, 48.9% attained 1+ Level 7 award.

IMAGINE Strategy

The seven strategic IMAGINE Leadership Groups continue to make very good progress against their identified targets.

Progress is outlined for each group as follows:

The IMAGINE Leadership group has been working through several key priorities between October 2025 and March 2026:

- The IMAGINE Leadership strategic group has made very good consistent progress in developing leadership capacity across the Local Authority. The Head Teacher Induction Support Programme has been successfully implemented and positively evaluated by participants for their rich discussion opportunities. The Middle Leaders Leading Change Programme has engaged 23 aspiring and substantive leaders in exploring a range of leadership and management theories, knowledge and skills.
- Very good progress has been made in developing external collaboration through the strategic groups participation in the ADES QUAD to share practices with other Local Authorities. The opportunity to review and critically examine current practice with colleagues is supporting the development of approaches for Session 2026/2027.
- Excellent progress has been made towards strategic planning for session 2026/2027. A Depute Head Teacher Professional Learning Network, with seven sessions designed to foster collaboration and enhance growth have been planned. Additionally, an Early Years pathway has been developed within the framework to ensure equity of leadership experiences for all sectors. An Into Headship support programme has been designed to ensure all participants have the necessary mechanisms and tools to be successful.

The IMAGINE Learning and Teaching group has been working through several key priorities between October 2025 and March 2026:

The learning and teaching strategic group made very good progress this year. Highly effective action planning and collaborative working supported the following achievements:

- The group and six pilot schools provided feedback on the content and use of frameworks to support improvement in pedagogy.

- These frameworks will support self-evaluation and quality improvement in all centres and schools. There is further scope for these to support implementation of the Curriculum Improvement Cycle (CIC).
- Cross-sector working groups analysed HM inspection reports from primary and secondary schools across various local authorities. This work was highly evaluated by participants, who identified common themes and evaluative language across learning and teaching. This supported a shared understanding of the features of highly effective practice. All reports evaluated as “excellent” or “very good” noted a strong focus on climate, culture, relationships and whole school approaches to learning and teaching.
- The group reflected on and benchmarked learning and teaching in their own school against HM reports.

The IMAGINE Curriculum group has been working through several key priorities between October 2025 and March 2026:

Implementation of 21 Hour Contact Time:

- Significant progress has been made in planning for the reduction of class contact time to 21 hours. Primary colleagues have focused on developing various implementation models, designed to minimise the impact on learning and teaching, while identifying key questions for the central team and trade union representatives, regarding working time agreement implications. Secondary schools completed consultations on the structure of the school day, ultimately deciding against aligning school days across different localities. Schools are transitioning from a 33 to a 37 period week with 45 minute periods.
- Scottish Government have indicated that this reform will be implemented by August 2027 for primary and August 2029 for secondary schools.

Curriculum Improvement Cycle (CIC) and Pedagogy:

- The group are progressively aligning local developments with national timelines. Key leaders attended a two day course with Education Scotland, looking at innovative curriculum design. Key information has been shared at Head Teacher meetings and a collaborative approach to curriculum improvement is being developed. To support this, an online CIC Team has been established, and Head Teachers are tasked with cascading key information to all staff by the end of May 2026. A cluster-based methodology is in development to ensure a consistent approach across all schools.
- Primary colleagues reviewed progress on the implementation of a skills-based approach focused on play and enquiry learning, using the Skills Development Scotland framework. Pilot schools presented on developing meta-skills at both whole-

school and class levels and practitioners are now using professional enquiry to support change within their individual settings.

Learning for Sustainability:

- Work in this area is driven by the Target 2030 goals. Almost all primary colleagues in this group trialled the "How good is our sustainable learning setting in EDC" audit tool. The audit tool is intended to facilitate the creation of specific action plans to ensure all settings are working effectively toward long-term sustainability targets. The group provided feedback on streamlining the document for wider distribution across the service.

The IMAGINE Partnership group has been working through several key priorities between October 2025 and March 2026:

- The IMAGINE Tracking and Monitoring Strategic group has made satisfactory progress. The group has met to explore and discuss the needs and requirements of a whole Local Authority Tracking system. Working across the Primary sector consultation has been undertaken to establish the use of moderated evaluative language required to ensure consistency approach across the sector. This will be further developed. Opportunities to view and review other Local Authority systems has been undertaken but work to progress these has been hindered due to the National replacement of SEEMiS.

The IMAGINE Partnership group has been working through several key priorities between October 2025 and March 2026:

Strengthening Parental Engagement and Communication

- There has been significant progress in formalising and standardising parental communication across the Council. The Parental Involvement Strategy was successfully launched to leadership and Parent Council representatives, where it was well received, demonstrating a strong commitment to collaborative school-home relationships. Building on this, the Parent/Carer Communication Protocol for Education 2025–2029 has moved from the drafting stage to final review. The impact of this work is evident in the development of a standardised school template, which ensures that all Early Years Centres (EYCs) and Schools implement communication approaches consistently. The next step is to work in partnership with People Development to directly address the need for mutually respectful relationships and conflict management with practitioners.

Enhancing Transitions: Early Years to Primary

- There have been two significant improvements this session to support children transitioning from early years to primary one. This session we have rolled out the improved transition reporting process, replacing the previous Strengths and Difficulties Questionnaire (SDQ) was rolled out. Data provides an overview of all primary one foundation skills in health and wellbeing, literacy, and numeracy for Primary 1 teachers as children transition to school, along with individual detailed reports. The centrally gathered data will be used to inform future professional learning and early intervention strategies. The enhanced transition support service has been introduced for children with additional support needs (ASN) transitioning into a mainstream setting. This will support children and schools to ensure appropriate supports are in place for children in their new setting. Information about this Service was greatly received by primary head teachers. Work this session will inform the development of the transitions policy in the next academic year.

Supporting Families and "Keeping the Promise"

- This session seventeen practitioners across early years and primary who have a remit in supporting families completed the Keeping The Promise Family Learning award. This continues to build on the Keeping the Promise award that many settings have completed but has a focus on Family Learning. This course aims to successfully build parent confidence and reduce barriers to educational engagement, specifically supporting practitioners to better assist families with care experience.
- There have been initial meetings with multi-agency partners to discuss how we improve cohesive approaches to supporting families including tackling child poverty, family learning, health and wellbeing and healthy lifestyles. Plans to streamline planning, action and evaluating impact is in the early stages and will continue to be progressed ensuring the focus remains on what children, families and communities need.

Mental Health

- A clear roadmap for launching the Mental Health Strategy has been established, with dates for third-term rollout to leaders including co-creating content. Provisional next steps include: launch and roll out of the multi-agency guidance on supporting children and young people who self-harm, and those at risk of suicide; introduction of Assessing Suicide in Kids (ASK) Training and continuing to build on the SHINE mental health data to inform our school responses to supporting mental health and wellbeing.

Compliance and Governance

- A new PVG procedure manual was drafted, presented to unions, and approved by the LNCT in March 2026. This provides a standardised approach to compliance across all settings and increased understanding of the legislation.
- An audit of school websites confirmed that the majority of schools and EYCs have websites that contain relevant and current information including Standards and Quality (S&Q) reports and School Improvement Plans (SIPs). There will be a focus for start of next session for all school and centre websites to be updated.
- The actions taken by the IMAGINE group have made good progress in their targets for this session.

Additional Support Needs (ASN) and Children's Services

- Effective Child Protection and Safeguarding in EDC continues to be grounded in a strong commitment to embedding children's rights and developing positive wellbeing.
- To ensure national and local child protection priorities are effectively translated into practice across all establishments, a structured programme of bespoke Child Protection training has been implemented. The training is delivered through a combination of annual whole-staff professional learning and targeted sessions, enabling practitioners to revisit key policy developments, strengthen professional judgement and reflect on emerging safeguarding risks.
- The regularity and specificity of training support a culture of continuous learning, ensuring safeguarding remains a visible and embedded priority within all educational settings.
- All Child Protection coordinators have access to ongoing support ensuring a shared understanding of the complex needs and circumstances that can affect children and their families and use the GIRFEC National Practice Model to identify earliest intervention and appropriate support.
- Reflecting the strong commitment to recognise and embed children's rights, through integrated Children's Services policy and planning, My Voice, My Choice continues to develop effective practice through established termly meetings. The group prioritised matters most important to children and work diligently to share key learning with their peers in school focussing on Anti-bullying, Child Friendly Complaints Process and School Improvement Plans and promoting positive Mental Health and Wellbeing. An annual showcase provides the opportunity to share effective practice and examples of how best the UNCRC is implemented in schools, whilst reflecting the forementioned priorities.

- A firmly established partnership with UNICEF, continues to support the implementation of the Rights Respecting School's Award (RRSA). Using a collaborative approach ensures children's rights are embedded throughout the whole school, including the curriculum, policies, relationships, and leadership at all levels. Integrating the principles of the United Nations Convention on the Rights of the Child (UNCRC) almost all establishments have achieved either bronze, silver or gold accreditation, with some schools receiving reaccreditation gold awards.

Schools are at various stages of the award programme and currently:

- 10 schools have successfully received GOLD award accreditation.
 - 19 schools have successfully received SILVER award accreditation.
 - All other remaining establishments have either achieved BRONZE award or are working towards accreditation.
- Following the success of last year's event, the second ASN Showcase was held in Woodland View in February 2026 and opened by Education Convenor, Councillor Williamson, the focus was Relationships: The Key to Success. Fulfilling a collaborative approach, over 300 participants considered how intentional relationship-building supports learning, improves behaviour, and strengthens inclusive practice across educational settings for children with additional support needs. With over 20 seminars on offer from partners including social work, psychological services, 3rd sector voluntary organisations, and the keynote speaker from Education Scotland, participants were afforded the opportunity to deepen their knowledge and develop a shared understanding of practical approaches to use in their own settings through the delivery of practical skills and strategies. The showcase was evaluated a resounding success.
 - Whole Family Wellbeing funding has been used to further develop an inclusive holistic whole family support system which has been shaped by the needs of children, young people and families. The work has been extended to include all schools and Early Years Centres in Kirkintilloch and Lennoxton. Throughout year 3 of the funding work has focused on workforce development, multi-agency collaboration and engagement with families with particular emphasis around development of supports related to neurodiversity, school avoidance and mental health. The success of this work has been reflected within Scottish Government Analysis of year 3 Whole Family Wellbeing Funding Programme. Analysis of outcomes has demonstrated young people feel listened to, engage in deeper reflection and have achieved formal qualifications, families report highly positive feedback and improved relationships, whilst tangible advocacy support secures practical resources for families with complex needs.

Educational Psychology Service (EPS)

The EPS continues to deliver psychological advice, guidance and support for national and local priorities through working with children, families and educational establishments, and at strategic level. The Service carries out its work using consultation, assessment, intervention, training and research, and is embedded within most authority priorities.

Key areas of work include:

- Leadership and development of play pedagogy and enquiry-based learning, including skills development, staff training, and input to the Imagine Learning and Teaching Leadership Group. Development of play pedagogy has been highlighted at national level for rigorous implementation and strong positive impact on children's learning.
- Leadership of the roll-out of Trauma based learning alongside the ASN Service; the EPS supports implementation planning, delivers training at levels 1 and 2, and supports evaluation of the impact of training, including participant follow-up. NHS Education for Scotland (NES) Level One Trauma Informed Practice (TIP) training was delivered by EPS to early years leaders and to participants at ASN Showcase event. Participants learnt that trauma is common, about responses to trauma and ways of supporting and improving outcomes for people who have experienced trauma. There was a recognition of the importance of self-care. This Trauma Informed Training met the requirements for NES Level 1 training and was part of the roll-out of the Education Strategic TIP plan.
- Input to support positive mental health and wellbeing for children and young people including:
 - Revision of multi-agency guidance on working with children and young people who self-harm, and are at risk of suicide
 - Support to implement SHINE Mental Health Survey data. Over the last 2 cycles of SHINE local authority level involvement, there is evidence of schools using the data effectively to support positive mental health interventions.
 - Refresh and launch of the revised Mental health Strategy for Education
- Continued leadership of the Nurture Intervention programme in identified primary schools, across secondary schools and in all early years' centres. Evaluation for 2024-2025 has found strong positive effects for core nurture, and strong evidence of nurture at whole school level across identified schools.

- Planned programme of coaching for all schools which have promoting attendance on their School Improvement Plan: needs analysis, planning, and evaluating their data. Most participating schools have carried out a needs analysis and are working to develop an action plan to improve attendance.
- Key inputs to supporting families through the Whole Family Wellbeing Fund, including delivering New Visions on Relationships training, supporting child's voice through alternative, augmentative communication, and leading on implementing the CIRCLE and Up, Up and Away! Training with all schools and early years centres.
- Leading on supporting transitions to primary school for children with significant additional support needs through establishment of a new early level transition programme.
- Supporting literacy attainment through development of revised Addressing Dyslexia Guidance and Implementation Plan. The Guidance and Implementation Plan were informed by education staff, parents and children with dyslexia. The Guidance and Implementation Plan together form a strategy which will improve the level of awareness in all education staff, equip education staff to be more skilled and confident in identifying dyslexia, as well as including children and parents in the process of assessment and identification.

School Planning and Improvement

- The consultation for Lenzie Academy new build continues with the school senior management team finalising internal furnishings.
- Balmuildy Primary School and Early Years Centre, new build continues to progress very successfully with internal furnishings being confirmed. Early Years staff are now working on the staffing structure for the new Early Years Centre.
- Milngavie Primary School Project is making very good progress. The Parent Council had a visit onsite which showcased the works that have been performed to the building during the refurbishment. Children are excited to be moving back to their school in August 2026.
- Primary and Secondary School Registration closed at the end of November 2025 and analysis is complete with regards to allocations to each school showing the indicative numbers prior to placing requests process being complete.





- School pupil projections for future intakes were finalised showing the detail with regards to analysis using relevant data predicting the pupil numbers for catchment schools for future years. This exercise is performed every year and updated. This supports the workforce planning for schools but also provides detail to Estates and Assets for any planned adaptations.
- Workforce planning ongoing with all schools, ensuring that the relevant staffing is in place for new session in August 2026.



Skills for Learning, Life and Work





- A range of employability support has been offered to support adults and young people access training, support and employment. The Parental Employment programme which provides paid work experience opportunities for parents supported 27 parents with 24 moving into paid employment following the placement.
- A new two year Community Learning and Development Plan was developed and approved and focusses on the areas of youth work, adult learning and employability, community development and addressing child poverty.
- Young people in secondary schools have benefited from the youth work offer in secondary schools and the Positive Achievements programme continued to support improved outcomes for young people who have barriers to attending school.
- Adult learners have benefited from opportunities including Personal Development and Vocational Learning. Numeracy, Literacy and English speaking for other language classes have been delivered and over 10 learners are due to sit Numeracy National 5 Exams in May.
- One of the apprentices was a runner up in the Association of Public Service Excellence (APSE) National UK Apprenticeship awards.

EDU Annual Indicators 2025 – 2026





These indicators and targets are being reviewed by Education Leadership Team for Session 2026 – 2027.

Code	PI Title	Previous Years				Current Year			Latest Note
		2021/22	2022/23	2023/24	2024/25	2025/26			
		Value	Value	Value	Value	Value	Target	Status	
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	100%	93%	75%	92%	92%	100%		Providers who have fallen below good or better are supported through an improvement period, and an action plan has been developed, which is linked to The Care Inspectorate requirements. All providers are engaging, and we are seeing improvements across most quality themes. We are reliant on the follow-up inspection by The Care Inspectorate to reinspect the quality grades.
EDU-BIP16-19-10	Difference between SQA tariff scores for SIMD 1 / 2 and SIMD 9 / 10 for school leavers	480	580	341	502	355	480		Date relates to school leavers from the previous academic session (2024/25) which were published in February 2025. Interventions introduced over the past year has helped to close the poverty-related attainment gap. Officers continue to work with all schools to reduce this gap.
EDU-BIP16-19-11	Average achievement for Reading for Curriculum for Excellence across all Primary School stages	89	87	88	88	88	90		ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25. This performance measure is below target but remains above the national average.
EDU-BIP16-19-12	Average achievement of Reading for third/fourth level Curriculum for Excellence in Secondary Schools	99	99	97	96	97	99		ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25.

		Previous Years				Current Year			
Code	PI Title	2021/22	2022/23	2023/24	2024/25	2025/26			Latest Note
		Value	Value	Value	Value	Value	Target	Status	
									This performance measure is below target but remains above the national average.
EDU-BIP16-19-13	Average achievement for Maths for Curriculum for Excellence across all Primary School stages	86	86	86	88	88	90		<p>ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25.</p> <p>This performance measure above target and above the national average.</p>
EDU-BIP16-19-14	Average achievement of Maths for third/fourth level Curriculum for Excellence in Secondary Schools	99	96	97	98	99	99		<p>ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25.</p> <p>This performance measure is on target and remains above the national average.</p>
EDU-SOL-CHN2	Cost per secondary school pupil	£8,631.00	£7,988.55		£8,297.00				<p>No target for this performance indicator.</p> <p>The figure for 2024/25 is a projected figure.</p>

Code	PI Title	Annual Status	Quarters					Annual		Latest Note
		2025/26	Q4 2024/25	Q1 2025/26	Q2 2025/26	Q3 2025/26	Q4 2025/26	2025/26		
		Status	Value	Value	Value	Value	Value	Value	Target	
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		92%	N/A	N/A	N/A	92%	92%	100%	Providers who have fallen below good or better are supported through an improvement period, and an action plan has been developed, which is linked to The Care Inspectorate requirements. All providers are engaging, and we are seeing improvements across most quality themes. We are reliant on the follow-up inspection by The Care Inspectorate to reinspect the quality grades.
EDU-01-BIP-2	Attendance levels of Looked After Children attending all EDC schools		84.5%	85.6%	82%	75.8%	79.1%	80.5%	87%	This data is based on the Looked After Children and Young People who have been looked after at home/away from home, by East Dunbartonshire Council.
EDU-02- BIP-2	Exclusion rates of Looked After Children attending all EDC schools		0	17.54	0	38.56	0	62.5	40	This information is based on the number of exclusion incidents per 1000 looked after pupils.
EDU-04-BIP-2	Number of parents participating in the Triple P programme		136	189	337	489	683	683	375	<p>The quarterly figures take into account parents who continue to be supported during that period. The total amount of new referrals for bespoke 1-to-1 support has been 302.</p> <p>198 Request for Assistance from other agencies and an additional 104 self-referrals from parents.</p> <p>26 parents/carers participated in the <i>Triple P Fearless</i> group, with 92% of parents completing the 6-week programme.</p> <p>12 parents/carers attended the <i>Triple P</i> group, with 83% completing the 6-week programme.</p> <p>Evidence from self-referrals continues to indicate that parents are seeking guidance to</p>

Code	PI Title	Annual Status	Quarters					Annual		Latest Note
		2025/26	Q4 2024/25	Q1 2025/26	Q2 2025/26	Q3 2025/26	Q4 2025/26	2025/26		
		Status	Value	Value	Value	Value	Value	Value	Target	
										support their child's additional support needs and anxiety. Q1: 189 parents/carers Q2: 148 parents/carers Q3: 152 parents/carers Q4: 194 parents/carers TOTAL 683 parents/carers
EDU-05-BIP-2	% of those supported by employability programme into employment		35%	N/A	45%	58%	54%	54%	40%	This PI now reports on the yearly cumulative performance of the Local Employability Partnerships employability provision funded mainly through the Scottish Government's No One Left Behind programme. Figures going through ongoing verification which may result in revised final figures.
EDU-07-BIP-2	Attendance rates in secondary schools (%)		91.58%	88.88%	90.41%	88.85%	90.94%	90.14%	92%	Officers continue to support schools to promote attendance.
EDU-08-BIP-2	Attendance rates in primary schools (%)		95.5%	94.43%	95.24%	93.85%	95.14%	94.83%	95%	Officers continue to support schools to promote attendance.
EDU-09-BIP-2	Exclusion rates of young people in secondary schools (days lost)		71.5	28.5	28.5	79	67.5	203.5	130	Officers are supporting schools with higher numbers of exclusions.
EDU-10-BIP-2	Exclusion rates of children in primary schools (days lost)		14	14.5	33.5	43	21.5	98	45	Officers are supporting schools with higher numbers of exclusions.
EDU-11-BIP-2	Number of young people undertaking Wider Achievement Awards		N/A	N/A	314	N/A	1,269	1,269	200	This PI measures the number of young people undertaking wider achievements awards supported by Youth Development Workers in schools
EDU-BIP16-19-10	Difference between SQA tariff scores for SIMD 1 / 2 and SIMD 9 / 10 for school leavers		502	N/A	N/A	N/A	355	355	480	Date relates to school leavers from the previous academic session (2024/25) which were published in February 2025. Interventions introduced over the past year has helped to close the poverty-related attainment gap.

Code	PI Title	Annual Status	Quarters					Annual		Latest Note
		2025/26	Q4 2024/25	Q1 2025/26	Q2 2025/26	Q3 2025/26	Q4 2025/26	2025/26		
		Status	Value	Value	Value	Value	Value	Value	Target	
										Officers continue to work with all schools to reduce this gap.
EDU-BIP16-19-11	Average achievement for Reading for Curriculum for Excellence across all Primary School stages		88%	N/A	N/A	N/A	88%	88%	90%	<p>ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25.</p> <p>This performance measure is below target but remains above the national average.</p>
EDU-BIP16-19-12	Average achievement of Reading for third/fourth level Curriculum for Excellence in Secondary Schools		96%	N/A	N/A	N/A	97%	97%	99%	<p>ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25.</p> <p>This performance measure is below target but remains above the national average.</p>
EDU-BIP16-19-13	Average achievement for Maths for Curriculum for Excellence across all Primary School stages		88%	N/A	N/A	N/A	88%	88%	90%	<p>ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25.</p> <p>This performance measure above target and above the national average.</p>
EDU-BIP16-19-14	Average achievement of Maths for third/fourth level Curriculum for Excellence in Secondary Schools		98%	N/A	N/A	N/A	99%	99%	99%	<p>ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2025/26 therefore refers to the Academic Year 2024/25.</p> <p>This performance measure is on target and remains above the national average.</p>

2 . Absence Management

Percentage Absence		
	Education (Non Teaching)	Council (Excluding teachers)
Quarter 1	4.02%	6.17%
Quarter 2	3.70%	6.22%
Quarter 3	6.03%	5.57%
Quarter 4	6.34%	5.89%
Year End	5.04%	5.93%


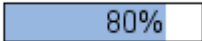
Percentage Absence		
	Education (Teacher)	Council (Including teachers)
Quarter 1	2.87%	5.12%
Quarter 2	1.93%	4.87%
Quarter 3	3.86%	5.81%
Quarter 4	4.17%	6.21%
Year End	3.21%	5.51%

3. Progress on Business and Improvement Plans

Work is continuing to make HGIOS Improvement Activities more robust and aligned with the Business Improvement Plan and Education Service Plan.


Improvement Activity has been updated but no specific measures were recorded in this format.

Areas for Improvement and specific measures for ESP 2025 – 2028 have been defined and progress will be outlined in Education Services Standards and Quality Report 2025 – 2026.

Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
<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. 			<p>31-Mar-2026</p>	<p>31-Mar-2026</p>	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>


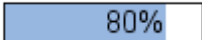
	<p>6. Review SIP and SQR Templates.</p> <p>ESP Priority 4 – Curriculum</p> <p>1. Adaption of EDC BGE Curriculum in line with national policy in relation to the Education Scotland Curriculum Improvement Cycle.</p> <p>Development of EDC Progressive Pathways in BGE beyond literacy and numeracy (aligning 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> 					
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	<ul style="list-style-type: none"> • <i>Structure of curriculum day in Secondary Schools.</i> <p>4. <i>Review of secondary school day.</i></p>					
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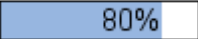
Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Improvement in children and young people's health and wellbeing.	ESP Priority 5 – Partnerships					
	1. Implementation of the Parental Engagement Strategic Framework.					
	2. Development of the Supporting Families Strategic Framework.					
	3. Refreshing of the Reporting to Parents Policy.		<div style="width: 80%;"><div style="width: 80%; background-color: #4f81bd; color: white; text-align: center;">80%</div></div>	31-Mar-2026	31-Mar-2026	The Service made very good progress with this priority and improvement activities.
	4. Development of Transitions Policy to include processes from Early Years to Primary and Primary to Secondary.					Refer to the Standards & Quality Report (SQR) 2024/25.
5. Implementation of the Mental Health and Wellbeing Strategy for Education with partners including CLPL to support mental health and wellbeing						

	<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>3. The Promise</p>					
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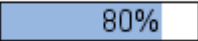
	<ul style="list-style-type: none"> • <i>Develop and implement Whole Family Wellbeing Fund Strategic Plan</i> <p>4. Inclusive Practice</p> <ul style="list-style-type: none"> • <i>Implement the principles and practices of The Circle Framework</i> • <i>Implement the principles and practices of Up, Up and 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> 					
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Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
<p>Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>ESP Priority 2 Learning and Teaching</p> <ul style="list-style-type: none"> Update of the EDC Learning, Teaching and Assessment Policy to a Learning and Teaching Strategy 3-18 based on: <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> <ul style="list-style-type: none"> Development and piloting of an Authority wide Tracking and Monitoring System for all schools from early level to point of exit. <i>Purchase or design of a monitoring and tracking system. 1</i> 			<p>31-Mar-2026</p>	<p>31-Mar-2026</p>	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>

	<ul style="list-style-type: none"> • <i>Pilot new system in selected schools.</i> • <i>CLPL for all schools.</i> <p>3. Development of a Monitoring and Tracking Strategy to ensure consistency of a level and consistency of language.</p> <p>4. Developing an agreed moderation programme for the Broad General Education in Literacy and Numeracy.</p> <p>5. Development and piloting of an authority wide tracking and monitoring system for eligible two-year olds.</p>					
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Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Improvement in skills and sustained, positive leaver destinations for all young people.	ESP Priority 7 - Skills for Learning, Life and Work Develop and implement the East Dunbartonshire Community Learning and Development (CLD) Plan.			31-Mar-2026	31-Mar-2026	The Service made very good progress with this priority and improvement activities. Refer to the Standards & Quality Report (SQR) 2024/25.

	Develop and implement East Dunbartonshire Annual Investment Plan - No One Left Behind					
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Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Improvement in achievement, particularly in literacy and numeracy.	<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 <p>Review and update of the EDC Dyscalculia Guidance in line with National Standards.</p> <ol style="list-style-type: none"> 3. Implement the Digital Learning Strategy (Year 1) <ul style="list-style-type: none"> • <i>Improve access to digital infrastructure and technology.</i> <p><i>Develop the skills and confidence in digital technology to enhance the learning experience.</i></p>			31-Mar-2026	31-Mar-2026	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>

4. Financial Targets

Main Service Divisions	Annual Budget	Net Expenditure projected (subject to audit)	Annual Variation projected (subject to audit)	% variation	Narrative
	£'000	£'000	£'000		
Education	163,419	164,566	-1,047	-1%	Within Education there are many offsetting variations which include staff savings, unallocated savings. school materials, agency costs and income. A full analysis can be found within the P10 Revenue monitoring report.
Skills for Learning Life & Work	1,568	1,568	-100	-6%	A small variation is expected within staffing costs.
Total	164,987	166,134	-1,147	-1%	

5. Stakeholder Engagement Activity

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>

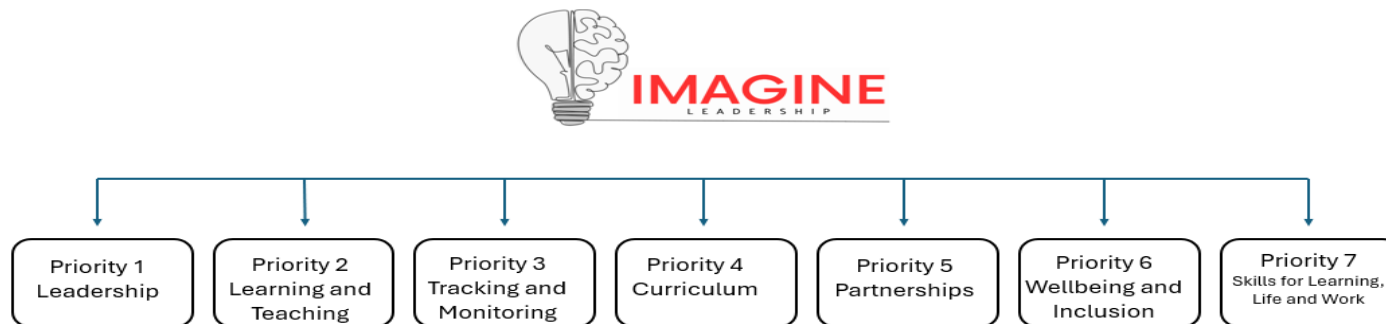
Multi-agency Suicide, and Self-Harm Guidance Documents	Young people consulted as part of the development of the revised guidance.	April 2026	Guidance amended following input from young people
Addressing Dyslexia Guidance and Implementation Plan	Staff, parents and children consulted as part of the development of the refreshed guidance	May 2025	Guidance amended following input from parents and young people
PM 3/42 Use of Mobile Devices in Schools	<p>The consultation on PM 3/42 supported the review of mobile devices in EDC schools and 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>	October 2025	<p>The policy involved extensive consultation with pupils, parents and staff with feedback shaping policy development and operational guidance.</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.
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6. Improvement Priorities

All improvement activities are set out in the Business and Improvement Plan 2025 – 2028 and Education Service Plan 2025 - 2028.

To drive forward continuous improvement, the Education Leadership Team consulted with central officers and headteachers to design a new improvement strategy (IMAGINE). Building on existing strengths, this new improvement strategy continues to provide a structured framework to streamline approaches, ensuring ongoing developments within education and outcomes from continuous self-evaluation are effectively integrated into establishments across the authority.



All priorities are related to the Business Improvement Priorities. Although all performance indicators include elements within the seven priorities, a focus has been chosen for each for the purpose of reporting.

Areas Requiring Improvement	Improvement Activity	Timescales for Implementation
Placing the human rights and needs of every child and young person at the centre of education	IMAGINE Priority 1 - 7	By March 2028
Improvement in children and young people's health and wellbeing	IMAGINE Priority 6	By March 2028
Closing the attainment gap between the most and least disadvantaged	IMAGINE Priority 2 - 5	By March 2028
Improvement in skills and sustained, positive leaver destinations for young people	IMAGINE Priority 7	By March 2028
Improvement in attainment, particularly literacy and numeracy	IMAGINE Priority 2, 3 and 4	By March 2028

7. Current Delivery Focus

Key improvement actions have been identified through self-evaluation and consultation with all stakeholders. Strategic priorities are underpinned by clear improvement actions for the Education Service and Schools to take forward over the next 3 years.

In line with the IMAGINE Leadership Strategic Framework a Strategic Group will lead and manage each of the 7 identified priorities. These Strategic Groups will be overseen by an identified Quality Improvement Manager and led by an identified Headteacher. Membership of the Strategic Groups will include Quality Improvement Officers, Central Officers and a member of the Senior Leadership Team from all schools and standalone early year centres (EYCs).

Key priorities include:

- *Leadership*

- *Learning and Teaching*
- *Tracking and Monitoring*
- *Curriculum*
- *Partnerships*
- *Wellbeing and Inclusion*
- *Skills for learning, life and work*

