sustainable thriving achieving

East Dunbartonshire Council

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East Dunbartonshire Council

Education Services Standards and Quality Report 2025 – 2026



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Under the Education (Scotland) Act 2016, local authorities have a statutory duty to report annually on their progress. The overarching purpose of this authority-wide report is to provide a high-level, evidence-based account of how the education service is fulfilling its strategic duties, reducing inequities, and raising standards.

East Dunbartonshire Council Education Service Standards and Quality Report (SQR) 2025 - 2026 ensures accountability, self-evaluation, and strategic planning. It is published annually with its primary purpose being to provide a transparent, evidence-based assessment of how well the Education Service is performing and delivering for its children and young people.

The report is a legal mechanism to demonstrate compliance with national legislation. It serves as the primary vehicle for reporting progress to:

- The Scottish Government: Proving how local strategies are delivering on the mandates of the National Improvement Framework (NIF) and the Scottish Attainment Challenge.
- Elected Members (The Council): Providing the Education Committee or Council Executives with a transparent audit of service performance, justifying budget allocations and resource management.
- The Public: Offering a transparent, high-level overview to residents, parent councils, and community planning partners on the quality of the region's education service

The SQR is the evidence which forms any changes to the Education Service Plan 2025 – 2028 which is reviewed annually. It directly informs sector-specific guidance, professional learning priorities for staff, and the targeted deployment of central quality improvement teams.



1. East Dunbartonshire Council Vision Values and Aims



The Vision for the Education Service is '*Excellence for All - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life*'.

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

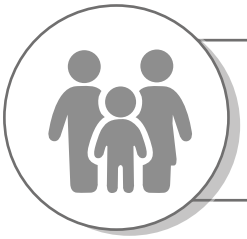
Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:



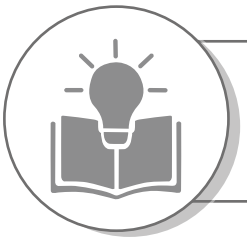
Equity & Opportunity

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.



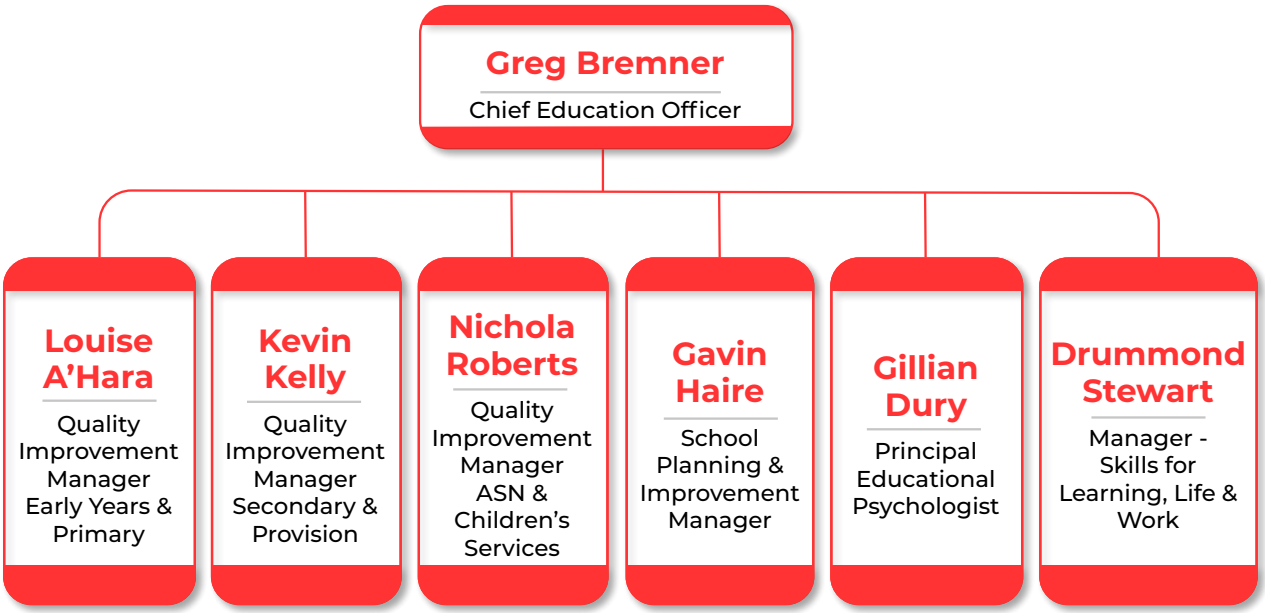
The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as 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.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

> *"The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people."*

2. The Education Service Workforce

Education Leadership Team (ELT)



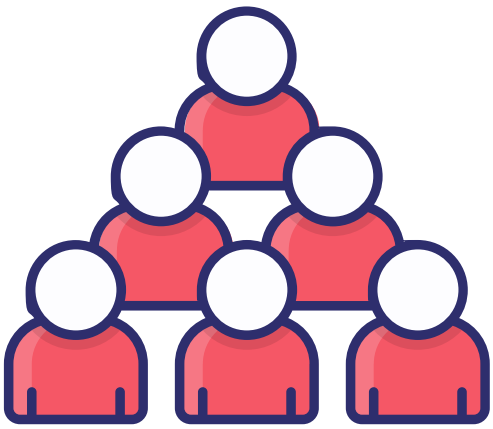
The Chief Education Officer is responsible for the strategic leadership of the Education Service and for advising the local authority on functions as set out in the Education (Scotland) Act 2016. The Chief Education Officer has direct line management responsibility for the Education Leadership Team (ELT) and all Head Teachers.

The Education Leadership Team (ELT) have strategic remits to support planning, improvement and performance across the Education Service.

Under the direction of the Chief Education Officer, each member of the Educational Leadership Team has overall responsibility for the following areas:

- Quality Improvement Manager (QIM) Early Years & Primary
- Quality Improvement Manager (QIM) Secondary & Provision
- Quality Improvement Manager (QIM) ASN & Children's Services
- School Planning and Improvement Manager
- Principal Educational Psychologist
- 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.



The role of each team is as follows:

Early Years and Primary Team

- Ensure compliance with legislation, statutory requirements, national and local policy.
- Support and challenge schools and centres to improve attainment and outcomes for all children and young people, with a particular focus on reducing inequalities and narrowing the poverty-related attainment gap.
- Implement 1140 hours of funded Early Learning and Childcare (Council centres and partnership providers).
- Support centres and schools to implement Curriculum for Excellence, including learning, teaching and assessment.
- Support schools and centres to participate in self-evaluation for continuous improvement, including quality assurance activities.
- Lead on aspects of policy development and implementation.
- Design and deliver Career-Long Professional Learning (CLPL) across all sectors (3-18) in Literacy and Numeracy.
- Co-ordinate work in the Scottish Attainment Challenge across all sectors.
- Lead on corporate planning and performance across the Education Service.

Secondary and Provision Team

- Ensure compliance with legislation, statutory requirements, national and local policy.
- Support and challenge schools to improve attainment and outcomes for all young people, with a particular focus on reducing inequalities and narrowing the poverty-related attainment gap.
- Support schools to participate in self-evaluation for continuous improvement, including quality assurance activities.
- Lead on aspects of policy development and implementation.
- Deliver Instrumental Music Programme.
- Deliver Outdoor Education and Awards and the Vocational programme.
- Support learning pathways for young people, based on robust evidence of the labour market and annual participation measures to ensure sustained positive leaver destinations.
- Co-ordinate Local Negotiating Committee for Teachers (LNCT).



Additional Support Needs and Children's Services Team

- Ensure compliance with legislation, statutory requirements, national and local policy.
- Support and challenge schools and centres to ensure that all children and young people enjoy their rights, equality and equity, ensuring inclusion and presumption of mainstream are key.
- Lead and deliver targeted interventions and support packages through the Locality Liaison Group (LLG) and Getting it Right for Every Child (GIRFEC) Liaison Group (GLG) allocation panels.
- Support Tier 2 provisions (Enhanced Learning Resources, the Primary Wellbeing Support Service and the Secondary Wellbeing Support Service) and Tier 3 provision (Woodland View School).
- Co-ordinate a range of specialist support services: Sensory Impairment; Language and Communication; Wellbeing Support and the Assistive Technology Teacher.
- Lead on corporate planning and performance across the Education Service with regards to additional support needs.
- Take a lead role in developing and implementing key policies: Child Protection and Safeguarding; GIRFEC framework; Including Every Learner (IEL) policy frameworks; Sensory policy; Children's Rights – United Nations Convention on the Rights of the Child (UNCRC); Managing the Healthcare Needs of Children; The Promise; Accessibility; Equalities & Diversity; Inclusion; Exclusions; Child Poverty; CIRCLE; and the Relationships, Behaviour and Learning policy framework.
- Design and deliver Career-Long Professional Learning across all sectors (3-18) in Health & Wellbeing, additional support needs and the ASN Leadership Forum.
- Lead, coordinate and develop provision under the Whole Family Wellbeing Fund.

School Planning and Improvement Team

- Workforce planning: Provisionally Registered Teacher placements; recruitment of permanent supply teachers; staffing provision in all schools (including supply staff); and classification structures in primary schools.
- Information systems and data: Annual Census data; attainment data; SEEMiS Education Management Information System; Groupcall; and the Parents Portal.
- Partnership working with the Education Shared Services Team to support school admissions, placing requests and transport.
- Service planning supported through the work of the team in roll projections, accommodation schedules and updating Procedure Manuals.
- Strategic link with Major Assets and Facilities to support ongoing work across the Education Estates including remedial work across the existing estate and major capital projects, including new builds.

Educational Psychology Service (EPS)

- Implement statutory duties to support the Council in addressing national and local priorities for education through the application of psychological knowledge and skills.
- Deliver five core functions of consultation, assessment, intervention, training and research evidenced across the three levels of children and families, educational establishments and authority/national.
- Lead role in the following areas: Nurture Intervention (primary, secondary and early years); Promoting Attendance (guidance and implementation); Supporting Inclusion using the CIRCLE approach and Up, Up and Away for Early Years; Supporting Mental Health and Wellbeing (multiagency suicide and self-harm guidance, mental health training); Transforming Connections Trauma training; Learning through Play and Enquiry Based Learning; Supporting families and schools through Non Violent Resistance (NVR); Authority de-escalation professional learning (CALM); and Supporting Literacy and Numeracy Difference (dyslexia and dyscalculia).

Skills for Learning, Life and Work Team

- Contribute to the Council's Workforce Strategy, including early careers development to improve the employability skills of young people through apprenticeships, graduate programmes and other work experience opportunities.
- Lead on the Council's Community Learning and Development Plan in the areas of adult learning and youth work.
- Lead on the Local Employability Partnership and co-ordinate the Scottish Government's No One Left Behind and Parental Employment Support strategies, plans and programmes. This includes ensuring all age employability provision meets the needs of those who have barriers to employment.
- Adult learning: Vocational skills and training; literacy skills and English for Speaker of Other Languages; and Numeracy skills support to parents and other adults is a continued focus and is supported by Shared Prosperity Multiply Funding.
- Deliver National Youth Work outcomes for young people requiring additional support.
- Implement Positive Achievements projects to provide a range of support for senior phase pupils who have barriers to attending school.
- Support the work of the Youth Council and Members of the Scottish Youth Parliament.



The Education Leadership Team (ELT) maintains a strong focus on strategic planning and improvement through weekly meetings where the Chief Education Officer directs strategic planning and improvement.

ELT continues to lead the strategic direction of the Curriculum Improvement Cycle (CIC) in East Dunbartonshire Council (EDC) through a collaborative approach with all sectors working in partnership. Quality Improvement Managers (QIM) lead 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 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 four Councils. The Leadership strategic group is led by an EDC Primary QIO. 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.



3. East Dunbartonshire Schools and Early Years Centres (EYC)

The Education Service provides high quality provision across:

- 22 Early Years Centres and one ASN specialist Early Years provision
- 32 Primary Schools
- Eight Secondary Schools
- One ASN School
- Three Primary Enhanced Learning Resources (ELR)
- Three Secondary Enhanced Learning Resources (ELR)
- Primary and Secondary Wellbeing 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.
- Post school Employability Support, Youth Work and Adult Learning

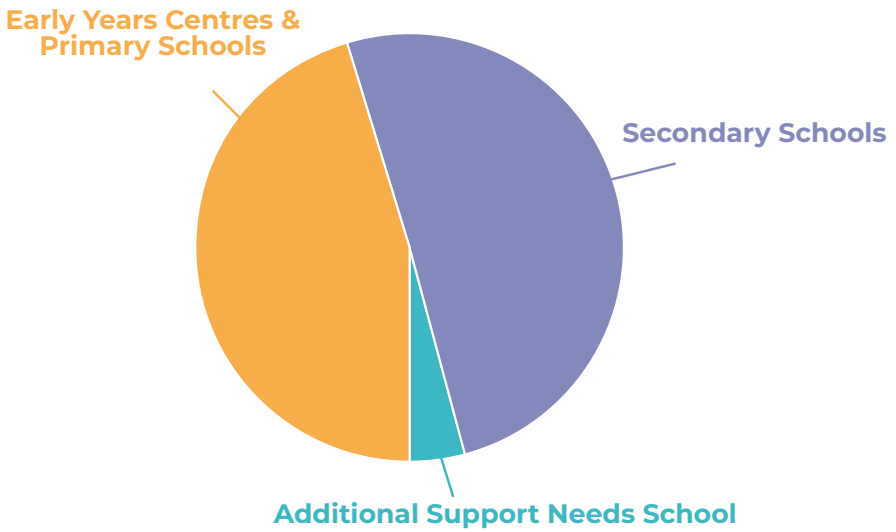
Our Workforce

Within the Education workforce, we have a staffing compliment that supports the operation of our Early Years, Primary, Secondary and Additional Support Needs schools. Preparation is currently ongoing with regards to the implementation of Reduced Class Contact Time (RCCT) for Primary & ASN in August 2027 and Secondary in August 2029.

The teaching complement is made up of the following across each sector:

Sector	Number of Establishments	Number of FTE
Early Years Centres & Primary Schools	22 Early Years Centre 32 Primary Schools	630
Secondary Schools	8 Secondary Schools	698
Additional Supports Needs School	1 Additional Support Needs School	56
Total		**1384**

Staffing numbers are reviewed annually in each school and early years setting through prudent workforce planning from the School Planning and Improvement Team. This considers reviewing of registrations, census numbers and trends for the pupil population.





Provisionally Registered Teachers (PRTs)

As of January 2026, the GTCS renamed Probationers as Provisionally Registered Teachers (PRTs) to incorporate teachers who can gain registration outwith the Teacher Induction Scheme. One hundred and two PRTs began the Government funded Teacher Induction Scheme in August 2025. Almost all PRTs were making satisfactory progress towards meeting the GTCS Standard for Full Registration by the submission of Interim 1 profiles in December 2025. As of May 2026, 99 PRTs remained in the scheme, all were on track to successfully achieve full registration. All PRTs participated in a comprehensive programme of professional learning delivered by Central Team Officers and teaching staff from across the Primary and Secondary sectors. All PRTs undertook a Practitioner Enquiry to enhance their pedagogical practice through self-directed research and evaluation.

Students

The Local Authority has worked closely with University Partners to successfully match students to placements in the absence of a National Automated Student Placement matching system. All Secondary Schools and almost all Primary Schools have supported students across the academic session. Almost all students have progressed in their placements, with a minority of students being unsuccessful in meeting the Standard for Provisional Registration.

Professional Update

The Quality Improvement Officer with responsibility for Professional Update (PU) successfully completed the GTCS re-validation process for PU. The Local Authority PU process has been validated until 2031.

4. School Planning and Improvement

The School Planning and Improvement Team works with all sectors with the Education Service, ensuring that Workforce Planning is performed correctly, providing best value and application of resources. The annual analysis of the Census data allows for identification of staffing resource trends and differences each year for not only staffing but also for early years, primary and secondary age pupils. This allows for future roll forecasting and ensuring that the school estate is able to meet the demands for future years.

The School Planning and Improvement Team is also continually contributing to the development of the school and early years estate. This includes the following projects:

- The ongoing delivery of a new replacement Balmuildy Primary School and introduction of an Early Years Centre
- The ongoing delivery of a refurbished Milngavie Primary School, along with plans for a replacement Milngavie Early Years Centre
- The ongoing design and planning of a replacement Lenzie Academy
- The planning and development for a new build Westerton Primary and Early Years Centre.



Balmuildy Primary Rebuild





Milngavie Primary School Refurbishment

5. National Improvement Framework (NIF)

Strategic priorities for the Education Service are underpinned by National Policy: Achieving Excellence and Equity: National Improvement Framework and Improvement Plan (NIF).

The NIF sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to deliver those key priorities.

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

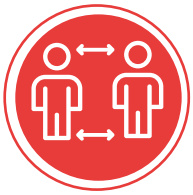
The key priorities of the National Improvement Framework are as follows:



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



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.

6. IMAGINE Improvement Strategy

The Education Service has a lead role in East Dunbartonshire Council Local Outcome 3: Our children and young people are safe, healthy and ready to learn.

To meet National Improvement Framework and Education Service Plan (ESP) requirements, the Education Service continues to drive forward its vision of 'Excellence for All' through the IMAGINE Improvement Strategy. This comprehensive framework streamlines self-evaluation to drive continuous improvement across Early Years, Primary, and Secondary sectors.

It emphasises excellence, equity, and closing the Poverty Related Attainment Gap (PRAG) by fostering empowered leadership at all levels.

Operationally, the strategy is delivered through seven key strategic groups: leadership, learning and teaching, tracking and monitoring, curriculum, partnerships, wellbeing and inclusion, and skills for life, learning and work. Each group is overseen by a Quality Improvement Manager and led by Head Teachers. To ensure a collaborative, authority-wide approach to collective leadership, membership spans Quality Improvement Officers, Central Officers, and a Senior Leadership Team representative from every school and standalone Early Years Centre.



The IMAGINE Strategy Groups have made very good progress towards achieving their identified targets set for Academic Session 2025 – 2026.

Progress through several key priorities from June 2025 to August 2026 are outlined for each group as follows:

IMAGINE Leadership

The IMAGINE Leadership strategic group has made very good and 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 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. The Depute Head Teacher Professional Learning Network has seven sessions planned that are designed to foster collaboration and enhance growth. 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.

IMAGINE Learning and Teaching

The Learning and Teaching Strategic Group has made significant progress over the course of the year, driven by highly effective action planning, strong collaboration, and a shared commitment to continuous improvement. This work has resulted in several key achievements that will support ongoing enhancement of learning and teaching across schools and centres.

The group, alongside six pilot schools, provided valuable feedback on the development and application of learning and teaching frameworks designed to support improvement in pedagogy. These frameworks will play an important role in strengthening self-evaluation and quality improvement processes across all schools and centres. There is also clear potential for the frameworks to further support implementation of the Curriculum Improvement Cycle (CIC).

Cross-sector working groups undertook a detailed analysis of HM inspection reports from both primary and secondary schools across a range of local authorities. Participants evaluated this collaborative work very positively, highlighting the opportunity it provided to identify common themes, patterns of evaluative language, and shared characteristics of highly effective learning and teaching practice. A notable finding from the analysis was that all reports evaluated as ‘excellent’ or ‘very good’ demonstrated a strong and consistent emphasis on positive climate and culture, high-quality relationships, and whole-school approaches to learning and teaching.

Members of the strategic group also engaged in reflective and benchmarking activities, comparing learning and teaching within their own schools against the evidence and characteristics identified within HM inspection reports. This supported deeper professional dialogue and strengthened collective understanding of effective practice.

Most Head Teachers participated in an information-sharing session focused on the use of self-evaluation toolkits and supporting guidance materials to enhance pedagogical practice and drive continuous improvement.

In addition, a comprehensive suite of professional learning activities has been developed to support staff understanding and application of the evaluative language used by HM Inspectors. These activities helped practitioners to explore what highly effective practice looks like in real contexts and supported greater consistency in professional reflection and evaluation across settings.

IMAGINE Curriculum

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. The Scottish Government has 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 is 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 were 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.

IMAGINE Tracking and Monitoring

The IMAGINE Tracking and Monitoring Strategic group has made progress in evaluating the approaches to tracking across the Local Authority. 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 of 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.

IMAGINE Partnerships

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 consistent communication approaches. The next step is to work in partnership with the People Development Team 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 saw the rollout of the improved transition reporting process, replacing the previous Strengths and Difficulties Questionnaire (SDQ). This data gathering process provides an overview of all primary one foundation skills in health and wellbeing, literacy, and numeracy, 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; 25 children were allocated this support via the Early Years Community Assessment Team (EYCAT). This has helped children and schools to ensure appropriate supports are in place for children in their new setting. The service was gratefully received by Head Teachers and will be included in the transitions policy next session.

A new Protecting Vulnerable Groups (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 at the start of next session for all school and centre websites to be updated.

IMAGINE Wellbeing and Inclusion

Review of the Relationships, Behaviour and Learning policy to align with new Scottish Government recommendations.

The strategy group has reviewed the policy and will focus on resilience in staff and children, predominantly linked to dysregulation and challenging behaviour. Tasks have included seeking views from the workforce on what would support them.

It is reviewing the access to professional learning opportunities and universal supports currently in place such as Circle, Up, Up and Away, Nurture, CALM and NVR.

A questionnaire offered feedback from 200 staff to the group in terms of what would be helpful. The returns were analysed by the group, and conclusions were taken on some key findings:

- High level of confidence amongst staff
- Need for team training
- Need for strategies and what we can try
- Challenging to find time and space
- Need for debrief following any incidents
- Review Debrief information.



The Group will now take forward action points for further development from their findings:

- A de-escalation pilot over manageable time frame
- Education Scotland toolbox training for pilot schools with schools identified for 2026/2027
- De-brief work will be reviewed and shared widely.

The work will enhance the Relationships, Behaviour and Learning Policy to be used as a supportive tool for all staff.



7. Attainment and Achievement in East Dunbartonshire Schools

The attainment in East Dunbartonshire Schools continues to be one of the highest across Scotland.

Key achievements are outlined below but full analysis can be found in the following reports located on the East Dunbartonshire Council Website:

- Numeracy Broad General Education Results
- Literacy Broad General Education Results
- Annual Insight and Positive Destinations Results.

Literacy

In 2024/25, literacy attainment remained consistently high across all stages and continued to exceed national averages. Reading attainment improved at Early, First and Second Levels, increasing by 0.4% at P1, 1.3% at P4 and 1.7% at P7. Writing attainment also remained strong, outperforming national averages by 6.4% at P1, 8% at P4 and 8.1% at P7. Similarly, Listening and Talking attainment continued to exceed national benchmarks by 6.6% at P1, 6.9% at P4 and 6.5% at P7.



Combined literacy attainment for learners in Quintile 1 improved significantly during 2024/25, surpassing the projected trajectory of 60–63%. Attainment for learners in Quintile 5 also improved and is now within 0.5% of the stretch aim target of 89–90%. Collectively, these improvements contributed to an 8.2% reduction in the poverty-related attainment gap between 2023/24 and 2024/25, demonstrating sustained progress in improving outcomes for children and young people, particularly those experiencing socio-economic disadvantage.



At Early Level, the most significant improvement was in Reading, where the attainment gap narrowed by 12%, although Writing continues to show the widest gap. At First Level, gaps reduced by 2% in both Reading and Writing, and by 7% in Listening and Talking. At Second Level, the greatest improvement was in Writing, where the gap reduced by 9%, alongside reductions of 7% in Reading and 8% in Listening and Talking.



Achievement in literacy at S3 remained very strong and significantly above national averages. In Reading, the proportion of learners achieving Fourth Level increased to 83%, a 7.5% increase from 2023/24 and 15% above the national average. In Writing, 81.4% of learners achieved Fourth Level, 15.4% above the national average, while achievement at Third Level or better increased by 1%. Listening and Talking attainment remained exceptionally high, with 97.1% of learners achieving Third Level or better and 84.5% achieving Fourth Level, representing improvements of 0.3% and 4.3% respectively from 2023/24.

The poverty-related attainment gap for S3 learners between SIMD 1 and SIMD 5 increased slightly by 1.6% during 2024/25. However, this was largely attributable to accelerated improvements in attainment within Quintile 5.

Numeracy

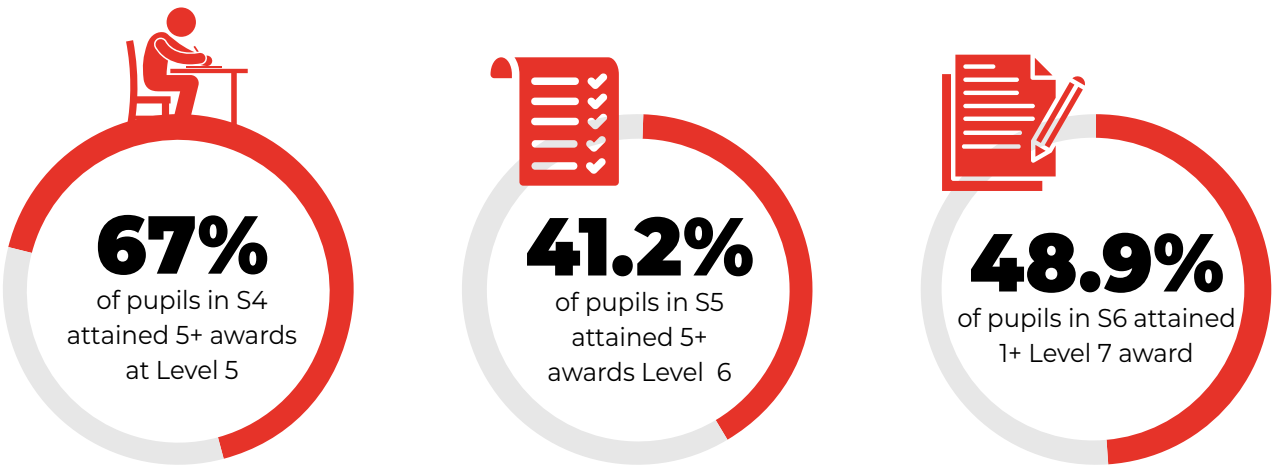
In session 2024/25, numeracy attainment remained high across P1, P4, and P7 with an average of 88% of pupils attaining their appropriate level (80% nationally in 24/25). In S3, the number of pupils who achieved third level or beyond has increased to 99% and pupils attaining fourth level by S3, has remained 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% 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.



8. Self-evaluation and Quality Improvement

The 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 eight Quality Improvement and Thematic Reviews were undertaken across early years, primary and secondary sectors. The participating schools and centres were Auchinairn EYC, Lairdsland EYC, Thomas Muir Primary, Killermont Primary and EYC, Bearsden Academy, Boclair Academy and the Primary Wellbeing Support Service.

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
- Effective use of trauma-informed and nurturing approaches.
- 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.

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.



His Majesty's Inspectorate of Education in Scotland (HMIE)

Alongside the Quality Improvement and Thematic Reviews, the following schools and centres received inspections by HMIE.

Schools	1.3 Leadership of Change	2.3 Learning, Teaching and Assessment	3.1 Ensuring Wellbeing, Equity and Inclusion	3.2 Raising Attainment and Achievement
St Machan's Primary (September 2025)	Satisfactory	Weak	Weak	Satisfactory
St Matthew's Primary (October 2025)	Not evaluated	Very Good	Not evaluated	Very Good
Millersneuk Primary (January 2026)	Not evaluated	Very Good	Not evaluated	Very Good
Colquhoun Park Primary (April 2026)	Not yet published	Not yet published	Not yet published	Not yet published

Across all four Primary 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 and St. Matthew's Primary Schools achieved very good evaluations for Learning, Teaching and Assessment and Raising Attainment and Achievement. Pupils learning in positive learning environments supported their progress and attainment particularly in literacy and numeracy.

Quality Improvement Inspection Framework for Early Years

The following Early Years Centres were inspected by HMIE and/or Care Inspectorate.

EYC / Funded Provider	Inspection	QI. Curriculum	QI. Learning, Teaching and Assessment	QI. Wellbeing Equality and Inclusion	QI. Children's progress
The High School of Glasgow (March 2026)	HMIE	Satisfactory	Good	Good	Not evaluated
Happy Days Leisuredrome	Care Inspectorate	Very good	Very good	Good	Good
Clober EYC	Care Inspectorate	Good	Satisfactory	Very good	Good
Meadowburn Gaelic	Care Inspectorate	Good	Not evaluated	Good	Very good
Hillhead	Care Inspectorate	Good	Not evaluated	Good	Good
Tender Loving Care	Care Inspectorate	Satisfactory	Weak	Satisfactory	Good
Bright Horizons	Care Inspectorate	Good	Good	Good	Good
Cleddens	Care Inspectorate	Not published	Not published	Not published	Not published
Busy Bees	Care Inspectorate	Satisfactory	Good	Good	Good
Colquhoun Park (April 2026)	JOINT	Not published	Not published	Not published	Not published

From across the centres some of the Identified strengths included:

- *Demonstrating a very strong nurturing ethos, with staff consistently promoting children's wellbeing through warm, respectful, and emotionally attuned interactions.*
- *Having clear vision and values that were visible and understood by staff. These were embedded in practice and consistently guided staff in their work.*
- *Staff speaking enthusiastically about using national guidance alongside local authority documentation, having a positive impact on practice and staff's ability to skilfully support children.*
- *Examples of children sustaining their involvement in individual play experiences for varied periods within the daily routine.*

The following Sections will outline the progress made specifically in relation to the priorities of the National Improvement Framework (NIF).

9. NIF Priority 1: Placing the human rights and needs of every child and young person at the centre of education

Child Protection and Safeguarding

Robust multiagency partnership between Education, Health, Social Work and Police Scotland, and third sector agencies ensures effective child protection and safeguarding practice.

Across all schools and early years settings, staff promote trauma-informed and inclusive practice which ensures earliest intervention, effective signposting and identification of appropriate support to help children and families.

Through the Child Protection Committee, robust analysis of policy and practice is regularly reviewed through thematic audits identifying key priorities for professional development and ongoing learning.

With a focus on the implementation of GIRFEC National Practice Model, single agency chronologies are now embedded within every school's and early years centre's practice following a robust training agenda.

Child Protection coordinators benefit from a comprehensive multiagency training programme to ensure consistency and practice informed by national child protection guidance, GIRFEC, UNCRC and The Promise. All Child Protection coordinators have attended specific training about: Children Missing in Education, The Bairn's Hoose, SCRA and Safe and Together, ensuring a shared understanding of policy and practice.

Children's Rights – My Voice, My Choice Pupil Forum

The agenda for each meeting is co-designed and planned with the My Choice, My Voice representatives from each school. Specific focus on promoting positive mental health, anti-bullying and child friendly complaints has ensured children's rights are embedded firmly in EDC policy and practice. The annual showcase provides an opportunity to share best and innovative practice and is celebrated widely by the children and young people.

GIRFEC

The GIRFEC multiagency strategic group continues to strengthen partnership working to ensure positive outcomes for children and families.

A small test of change reviewing the implementation of a Request for Assistance to Social Work Protocol has demonstrated effective results. This practice enables early identification of a child's needs and by bringing together relevant professionals and engaging families at an early stage, appropriate support, advice, and signposting can be provided promptly, helping to improve outcomes and prevent needs from escalating. The Request for Assistance form has been updated, and the process will be shared through staff development.

GIRFEC Guidance has been developed, which will strengthen practice ensuring a robust framework of staged intervention, assessment and planning is used in schools and early years settings. GIRFEC is firmly embedded within Including Every Learner policy and practice.

Care Experience Children and Young People Attainment Grant (CECYP)

The CECYP grant has been successfully funding nine youth development workers and a care experience teacher in our secondary schools. Over the past year, one hundred and eighty children and young people have been successfully attaining qualifications or wider achievement awards as a result of these targeted supports. These interventions have proved so successful that they have become part of core provisions. The CECYP grant will go on to support the development of the new EDC Virtual Service, which will focus on targeted interventions for care experienced children and young people struggling with emotionally based school avoidance.

Supporting Families and 'Keeping the Promise'

This year almost five hundred education staff members have achieved the 'I Promise' individual award, with a total of thirty education establishments receiving the 'We Promise Award'. Four schools, along with Social Work's Intensive Support Team and Ferndale Residential teams are working collaboratively to achieve their 'Keeping the Promise Awards' in 2027.

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.

CIRCLE Framework for Inclusion

Within the context of an inclusive environment, the second year of CIRCLE implementation is focussed on supporting staff to consider individual learners' participation within school through consideration of strengths and potential areas of support needs.

C CHILD
I INCLUSION
R RESEARCH INTO
C CURRICULUM
L LEARNING
E EDUCATION

Implementation of the CIRCLE Participation Scale has helped staff to assess a range of factors that support and/or create barriers to individual learners' participation in learning within the context of local authority and national guidance. The Participation Scale is a consultative planning tool, which considers a number of factors including, but not limited to: Attention and Concentration Skills; Social, Emotional and Relationship Skills; and Verbal and Non-verbal Communication Skills. The CIRCLE resource provides staff with suggested supports and strategies which they can utilise to enable children and young people's skill development and their positive engagement within school. Professional learning sessions have facilitated staff reflective practice through Learning Circles and exploring effective methods for capturing pupil voice in relation to their learning.

10. NIF Priority 2: Improvement in children and young people's health and wellbeing

More than 300 practitioners with a role in helping to support children and young people with ASN in East Dunbartonshire came together to share knowledge, career experience and best practice at the Additional Support Needs (ASN) Showcase event on Wednesday 18th February 2026. The sharing of innovative practice has a direct impact on the quality of support offered to our children and young people through deepening understanding which allows more bespoke and creative learning and teaching.

Teachers, Support Assistants, Social Work staff and Health colleagues attended the Council's annual ASN showcase event, which was held in our flagship ASN school, Woodland View in Kirkintilloch. The all-day event gave participants the opportunity to attend interactive workshops on the theme of Relationships, with a keynote speech from Janine McCullough, a Senior Education Officer at Education Scotland.

The showcase provided an excellent opportunity for all education colleagues to collaborate, share practice, and engage in a wide range of inspiring workshops focused on inclusion, wellbeing, communication, and trauma informed approaches. A particular highlight was the involvement of S6 young people from St Ninian's High School, Turnbull High School and Bishopbriggs Academy who confidently led workshops on Alternative and Augmentative Communication (AAC), sharing creative approaches to strengthening communication with children with additional support needs.

With strong attendance, valuable partnership working, and a real sense of shared commitment, the ASN showcase was a fantastic celebration of learning, connection, and support for our ASN community.

ASN Leadership Seminars

The first Additional Support Needs (ASN) Leadership 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 and 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 second ASN Leadership Seminar took place on Tuesday 19th May 2026 with over 85 school and service leaders in attendance. The theme of the event was Language and Communication across East Dunbartonshire, with input from CALL Scotland, Educational Psychology Service, ASN Central Officers and NHS Speech and Language Therapy.

Mental Health and Nurture Strategy

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.

Session 2025 – 2026 is year 5 of the Nurture Programme (2021-2026) which supports early years, primary age and secondary age children and young people. This programme has been made possible by the funding of a Nurture Teacher and Family Learning Assistant in 12 schools, chosen as they are situated in areas of multiple deprivation. Funding has been made available for a lead Educational Psychologist post which has enabled this programme to be developed and sustained over its 5-year implementation period.

In early years, a programme of professional learning supports all early years centres including those in partnership with the Council. Following the training, there is evidence of nurture principles within the centres including aspects such as: nurture spaces, nurture lunches and staff using nurture principles in their communication with children.

In primary schools, a series of professional learning communities have supported development of nurture groups in 12 schools and wellbeing interventions including a large number of children (numbers available June 2026). There is evidence of whole school nurture developments benefiting all children in each school. For children participating in core nurture, there have been year on year improvements in wellbeing as measured by the Boxall profile and Stirling Wellbeing Questionnaire. A multi-agency steering group with input from Health and Social Work partners has ensured that all agencies have contributed to the programme.

In secondary, parent feedback and evaluations within schools have evidenced improvements in wellbeing for the young people who have participated in a range of wellbeing interventions. Family Learning Assistants have engaged with nearly all families where children have participated in core nurture, and with a much larger number of families (numbers available in June 2026). Work with families to date has resulted in greater confidence, greater understanding of nurture, and more positive engagement with schools.

All of this work is funded from Community Mental Health and Wellbeing Supports and Services and the continued funding of the nurture programme has enabled the development of highly skilled staff, improved evidence gathering on impact of nurture and wellbeing, and correlated with reduced number of referrals for authority level additional supports.

Trauma

Good progress is being made through the Education Strategic Trauma Plan 2024-2027. Trauma Informed (Level 1) training is ongoing through the Council Training Calendar, and has included early years, primary and secondary stage education staff. Level 1 training has also been delivered to staff from specific education teams including Nurture and Secondary Wellbeing Teachers, Family Learning Assistants and Home Link Officers and Youth Workers.

Trauma Skilled (Level 2) training continues for those staff whose roles involve regular work with children and young people affected by trauma. Participants reported an increase in their knowledge about the prevalence of trauma, about responses to trauma and ways of supporting and improving outcomes for people who have experienced trauma. There is a recognition of the importance of self-care. Evidence gathered through planned follow-ups for staff who have been trained at Level 2 indicate that the training has impacted positively on day-to-day practice as well as understanding of the impact and ways to respond to those affected by trauma.

Plans are in place for Council Trainers to be able to deliver Trauma Enhanced (Level 3) training for targeted staff.

Non-Violent Resistance (NVR)

Non-Violent Resistance (NVR) is an evidence-based programme helping parents, carers and practitioners to improve and develop disrupted relationships with children and young people. NVR provides strategies for parents and practitioners to reflect and develop effective ways to react to their children and young people. There are high levels of staff engagement within the programme and early indicators demonstrate increased staff knowledge, awareness and practice within their own setting using NVR principles. Staff from education, social work and the WFWF team have implemented parent programmes and multi-agency staff are using NVR at individual practitioner level. An implementation plan has been developed to support further training for staff and to ensure professional supervision of all NVR practitioners.

Whole Family Wellbeing Fund

East Dunbartonshire's Whole Family Wellbeing Fund (WFWF) activity has placed children, young people and families at the centre of service design. Feedback gathered from various engagement events, including work with parents, schools and the Champions Board has shaped the projects. For example, families highlighted challenges related to accessing support for neurodiversity, school avoidance and mental health, and these themes have become focus areas for new services, and an extension of the Local Area coordination team's remit to support younger children and young people.

Young People with lived experience were involved in the commissioning process for third sector services. It was noted that they favoured bids with direct impact on issues including substance use, and misogyny, reflecting a desire to address these issues at an early stage.

A key strength of the WFWF has been the development of relationships and supports through multi-agency working. The fund currently supports seven third sector projects that support family wellbeing at an early stage. These projects work closely with Youth Development Workers, Social Workers and Local Area Coordinators within the WFWF team to create flexible supports that are responsive to individual family needs. Third sector projects provide tangible, practical improvements for families. Workers played a key role in advocating for families and securing resources that directly improved daily life.

As WFWF early help supports have increased the range of available supports to schools, there has been a reduction in referrals to education support groups (LLG). Over the past year referrals to LLG 2 (Kirkintilloch, Lenzie & Villages) reduced by 56%, with 22 fewer referrals compared to the same period last year. The majority of WFWF referrals (71%) are placed by education professionals, with 78% of referrals received for families living in SMID areas 1-4.

East Dunbartonshire has invested in workforce development across different services to create a skilled workforce capable of delivering holistic family support. The WFWF Training Subgroup coordinated a broad programme of professional development for staff in education, social work, health and third sector roles. This included training in NVR, Talking Mats, Sleep, CIRCLE and Solihull parenting support.

Attendance

Attendance continues to be a priority for all schools across East Dunbartonshire Council. All eight secondary schools have identified attendance as an improvement priority. Support is being delivered through the local authority attendance network group, led by two Educational Psychologists and the Attainment Advisor. Further improvement work sits within the IMAGINE strategy under the leadership driver 'tracking and monitoring'. This strategy group is reviewing existing systems and processes related to attendance and will strengthen these where required.

A self evaluation tool has been developed to support schools in reviewing their attendance practice against national research and local guidance. Ongoing support is being provided through the attendance network group, and directly to schools to engage with the self-evaluation tool. This will support schools to identify areas for improvement.

A review of SEEMiS attendance coding has been completed, with guidance provided to ensure consistent use of codes. This will improve the accuracy of attendance data and give a clearer understanding of the reasons for non attendance.

11. NIF Priority 3 : Closing the attainment gap between the most and least disadvantaged



Evidencing the Closing of the Equity Gap

A fundamental purpose of the authority report is to explicitly detail the impact of targeted funding (such as the Strategic Equity Fund or Pupil Equity Funding oversight). It provides the hard data proving whether the gap in attainment and wellbeing between the most and least disadvantaged children in the region is narrowing.

A forensic analysis of Quintile 1 (Q1) learners has become an established feature of central team practice. This continues to deepen understanding of the specific factors influencing attainment and progression for these learners and ensures support is directed at the earliest opportunity.

In terms of ensuring equity for all our learners, there has been a specific focus on increasing the number of two year-olds who are eligible for funding. Two year-old children are eligible for 1140 hours of funded early learning and childcare if parents and carers are in receipt of certain benefits, or if the child or parents or carers are, or have been, care experienced. Every quarter, the Department for Work and Pensions (DWP) provides information to the Early Years Team, via a data-sharing protocol, setting out East Dunbartonshire residents that fall into the low-income criteria. This enables the Team to liaise with relevant parents and carers and encourage application for a funded early learning and childcare place; it is parental choice and some parents choose not to send their child at age two, rather waiting until their three year-old place. In 2024-25, the Stretch Aim of 45% uptake was exceeded in EDC, with 50% of DWP identified families taking up a place. The Stretch Aim for 2025-26 was therefore amended to be more ambitious and was set at 55%. Bespoke quality improvement work has taken place over 2025-26 to further increase the uptake of places with changes leading to a substantial increase in uptake to 68% of families identified by the DWP. Furthermore, around another 12 families have benefited from a discretionary funded place during 2025/26, applied to support care experienced families and families facing trauma.

Development Officers

Three Development Officers are currently in post, with their positions funded through the Strategic Equity Fund. Strategic leadership for these roles is provided by the Quality Improvement Officers for Literacy, Numeracy, and Learning and Teaching.

The Development Officers play a key role in supporting the Education Service's strategic priorities to improve outcomes for children and young people affected by poverty. Their work is focused on raising attainment and reducing the poverty-related attainment gap through targeted interventions, capacity building, and the implementation of evidence-informed approaches across educational settings.

The specific contributions and impact of the Literacy and Numeracy Development Officers are outlined under National Improvement Framework (NIF) Priority 5: Raising Attainment in Literacy and Numeracy.

Learning and Teaching

Professional Learning Offer

In line with the Education Service vision of 'Excellence for All,' the Development Officer for learning and teaching has overseen the development and delivery of a programme of professional learning for practitioners across East Dunbartonshire. Over five hundred practitioners from across all sectors have attended professional learning workshops on: Adaptive Teaching, Effective Questioning, Metacognition, and many other key pedagogical areas. The professional learning offer has been very well received and described by practitioners as being 'impactful', 'interactive' and 'really meaningful'. Targeted support has also been provided for schools with specific pedagogical development priorities.

Learning & Teaching Resources

Further to a full professional learning schedule, the Learning and Teaching DO, coordinated the development and delivery of a suite of Learning and Teaching Toolkits, created to ensure a consistency of pedagogical excellence within identified areas of highly effective practice and to support rigorous self-evaluation across the authority. The successful development of these resources was ensured by adopting a collaborative approach throughout, involving the IMAGINE leadership group for learning and teaching, and conducting a six-school pilot phase before a full launch with school leaders.



Developing Enquiring Minds

Enquiry Based Learning - Professional Learning Communities (PLCs) have also been taking place across the authority this year. These PLCs foster cross-authority collaboration, allowing staff to share best practice and resources with colleagues. This work culminates with the annual Enquiry Based Learning Forum, where practitioners share experiences and showcase work from their learners' enquiry journeys. To further support schools with implementation, a multi-disciplinary team is developing a strategy paper on play and enquiry entitled, 'Developing Enquiring Minds'.

Pupil Equity Funding (PEF)

All Primary Schools have used Pupil Equity Funding to improve outcomes in a range of key indicators for identified pupils.

Oxgang Primary used a proportion of their Pupil Equity Funding to provide bespoke interventions for targeted families to improve engagement and attendance. Staff undertook Seasons for Growth and LIAM training and supported groups of children through these programmes.

Wester Cleddens Primary identified the opportunity to increase engagement, confidence, participation and inclusion in wider achievements and leadership opportunities across the whole school setting. PEF removed cost of the school day barriers for identified pupils through resourcing and curriculum adaptations. Evaluation has evidenced an increase in participation and wider achievements.

12. NIF Priority 4: Improvement in skills and sustained, positive leaver destinations for all young people



98.1% of East Dunbartonshire school leavers in 24/25 are in a positive destination. **Leavers achieved the highest positive destination percentage across Scotland in 24/25.** The Council is the only local authority that has enabled its young people to be in the top three local authorities for this measure each year for more than a decade. These consistent figures could only have been achieved by all of the Council's schools providing the highest standard of education; providing a curriculum that meets the needs of all young people; and effective partnership working with SDS that has enabled schools to provide learner pathways that meets labour market needs. The Annual Participation Measure (APM) reports on the education and employment activity of 16–19 year-olds in Scotland and is the source of the Scottish Government's National Performance indicator: 'Percentage of young adults (16–19 year-olds) participating in education, training, or employment"' The latest (published August 2025) marks the eleventh release of statistics on the participation of 16 to 19 year-olds at a national and local authority level. In August 2025, 96.7% of 16 to 19 year-olds were participating in education, employment or in other training and development.

MCR Pathways

Over the past three years, the MCR Pathways mentoring programme has become firmly established across seven schools within East Dunbartonshire, with the addition of secondary wellbeing this year. The impact of the programme is evidenced through, incorporating perspectives from participating young people, mentors, and the wider school community. Following recent developments to our delivery model, there is a strategic focus on extending provision to a greater number of young people within alternative educational settings across East Dunbartonshire. This aims to broaden the programme's reach and ensure broader access to appropriate, high-quality support for all learners. This will be achieved through collaborative partnership working and the implementation of a responsive, needs-led programme structure, carefully adapted to suit the specific context of each educational environment in which it is delivered.

- Across the region, MCR Pathways Coordinators (PC) have supported 307 young people across mentoring, group work and PC support in 2024/25.
- 191 young people have been mentored across the area; a number which has increased with additional engagement with the Secondary Wellbeing Unit.
- With the split of some PCs over schools, 116 young people were supported, which is only within 3-4 schools inclusive of Secondary Wellbeing Unit.
- Volunteer mentors dedicated 4,149 hours supporting young people to build confidence and realise their potential.

Skills for Life, Learning and Work

A new East Dunbartonshire Community Learning and Development plan was developed for 2025-2027 as per the statutory guidance. The plan is collaboratively developed and monitored by the CLD Partnership, informed by community input and data. The Partnership has representatives from EDC Community Planning and Partnership and Skills for Learning, Life and Work, East Dunbartonshire Leisure and Cultural Trust, East Dunbartonshire Voluntary Action, Citizens Advice, ED Health and Social Care Partnership, New College Lanarkshire and Skills Development Scotland.

The Partnership meets every 6-8 weeks and reports to the Community Planning Executive Group, the Community Planning Board and East Dunbartonshire Council.

An important new addition to the plan was the objective of developing approaches to Tackling Child Poverty which the CLD Partnership now leads through the Community Planning Partnership.

The plan covers work in relation to youth work, adult learning, employability and community development. The Skills for Learning, Life and Work Team leads on adult learning, youth work and employability. Several approaches to self-evaluation are used across the partnership by projects including feedback evaluations, videos, surveys, stakeholder views, collection and analysis of data and performance data. Case studies are used extensively to demonstrate impact.

Youth Work

Youth Services continues to work closely in partnership with all secondary schools, providing high-quality, relationship-based support for targeted young people. This includes programmes and interventions for young people who are disengaged from learning and school, with a focus on wellbeing, employability pathways, wider achievement, issue-based work, NEC (Young Scot card) applications and other interventions. Through this work, 998 young people engaged in youth work activities, and 651 of these young people received nationally recognised awards. Through engagement in school youth work young people reported increased confidence, improved wellbeing, and developed key skills for learning life and work. Parents/carers have highlighted the positive impact on social inclusion and overall wellbeing.

Two Youth Development Workers are dedicated to delivering Whole Family Wellbeing support, working with young people and families to build resilience, improve wellbeing and support through key transitions between primary and secondary.

Youth Services delivered a Skills Pathways Programme during the exam diet for targeted young people to develop skills and improve wellbeing. The activities offered included cooking sessions, Firefighter for a day, Mini Fit train the trainer course, Outdoor Education, Construction Skills Certification Scheme (CSCS), construction taster day and a site visit. The programme provided young people with opportunities to build confidence and develop skills including employability. Exploring a range of career pathways helped young people make informed decisions about their future careers.

Youth Services delivered a successful summer programme in partnership with the Positive Achievements project which consisted of a variety of activities, trips and supports for targeted secondary aged young people over the summer break. Many of the participants faced barriers to engagement, however, with a youth work approach and

existing relationships youth work staff supported young people to access and engage the programme. In total, 103 secondary aged young people attended the summer programme, seven families received regular food deliveries, and twelve primary aged young people engaged in the whole family wellbeing youth work sessions.

Through engaging in the programme had the opportunity to try new experiences which helped increase confidence and resilience. The programme provided young people with the opportunity to develop essential life skills and accreditation. Participants reported feeling less socially isolated and strongly felt that the summer programme provided them with the opportunity to maintain and strengthen relationships with peers and youth work staff. In addition, parents and carers reported that the summer programme provided key social interaction for young people, and this was beneficial to their overall wellbeing

Youth Services continue to strengthen youth voice. In total, 442 young people were supported to participate in influencing and engagement opportunities, ensuring their views are heard on issues that matter to them. East Dunbartonshire's two Members of the Scottish Youth Parliament (MSYPs) have been actively involved in both national and local youth-led projects, including 'Mind Yer Time' and 'Amplifying Child Online Safety. Through these projects, they undertook research with young people, gathering and representing their views and experiences. They also played a key role in developing, shaping and launching resources designed to raise awareness and support positive change in these areas.

Positive Achievements

Positive Achievements continued to successfully support targeted senior phase young people into employment, education, training and/or volunteering destinations via its bespoke diversionary, personal, social and vocational development programme.

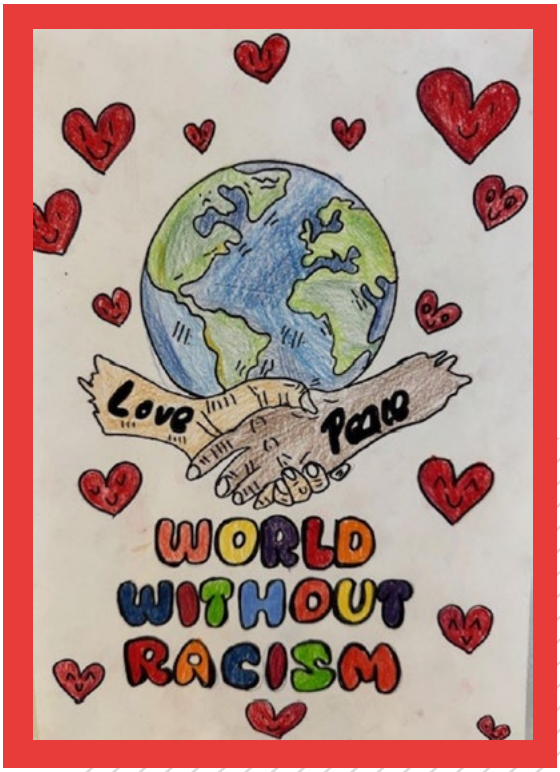
Last year, 15 young people engaged in the main Positive Achievements programme with participants achieving a total of 86 awards/certificates between them, including Duke of Edinburgh Bronze/Silver Awards and National 4/5 level academic qualifications, with 80 of the awards being accredited/industry recognised.

The majority of these participants successfully transitioned into positive post-school destinations primarily in the further education and employability training sectors.

This year, Positive Achievements also assisted in the successful piloting of an enhanced transition programme targeting vulnerable P7 - S1 pupils.

All programme provision supports and encourages, participants to engage whilst developing their skills for learning, life and work as well as providing the opportunity to attain an array of personal, industry, and nationally recognised wider achievement qualifications.

As a result of anti-racism work one young person has been shortlisted for the Show Racism the Red Card SQA Creative Competition 2025/2026.



13. NIF Priority 5: Improvement in Literacy and Numeracy attainment

Learning and Teaching

West Partnership 'Improving Our...' Programmes

The West Partnership's 'Improving Our...' programmes continued across East Dunbartonshire this year. The Development Officer (DO) for Learning and Teaching supported the lead QIO in coordinating and delivering the 'Improving Our Classrooms' (IOC) programme, delivering professional learning for a cohort of Primary, Secondary and ASN practitioners. The Learning and Teaching DO also had the opportunity to work with primary schools undertaking the 'Improving Our Schools' (IOS) programme, delivering professional learning to support pedagogical interventions recognised as improvement priorities.

The Learning and Teaching DO is a member of the development group for 'Improving Our Departments and Faculties' (IODF), a programme that is designed to assist middle leaders in embedding effective pedagogical interventions within their respective settings. These targeted activities directly reinforce school improvement planning and quality reporting. The development group actively devises schedules, establishes timetables of activities, and coordinates external speakers to support participating middle leaders. The continuous growth of this programme, and all other IO offerings across East Dunbartonshire, clearly reflects our school's collective determination and drive for excellence.

Literacy

In 2024/25, attainment in Reading, Writing, and Listening and Talking remained consistently high across all stages and continued to exceed national averages.

In Reading, attainment improved across Early, First and Second Levels compared to 2023/24, increasing by 0.4% at P1, 1.3% at P4 and 1.7% at P7. S3 achievement remained very strong and significantly above national averages, with 83% of learners achieving Fourth Level, representing a 7.5% increase from 2023/24 and performance 15% above the national average.

Writing attainment also remained strong, exceeding national averages by 6.4% at P1, 8% at P4 and 8.1% at P7. Combined attainment across P1, P4 and P7 increased by 1.2% to 84.2%, with a further 1.6% increase required to return to the pre-pandemic level of 85.8%. In S3, achievement at Third Level or better increased by 1% from 2023/24 and remained almost 6% above the national average. Achievement at Fourth Level reached 81.4%, which is 15.4% higher than the national average.

Listening and Talking attainment continued to perform strongly above national averages at all stages, exceeding national levels by 6.6% at P1, 6.9% at P4 and 6.5% at P7. Combined attainment across P1, P4 and P7 reached 94% in 2024/25, surpassing the pre-pandemic level of 93.7%. S3 achievement remained exceptionally high, with 97.1% of learners achieving Third Level or better, an increase of 0.3% from 2023/24 and more than 5% above the national average. The proportion achieving Fourth Level increased to 84.5%, representing a 4.3% increase from 2023/24 and performance 15.5% above the national average.

Literacy Champions

Across Session 2025/26, significant progress has been made in strengthening literacy practice and promoting a culture of reading across establishments. Literacy Champions are established in all primary schools and the majority of early years centres, with professional learning focused on writing pedagogy, assessment, moderation and reading for pleasure. Moderation activities have supported greater consistency in teacher judgement, with exemplar materials to be shared through the developing digital Literacy Hub.

Early Years Literacy Champions attended professional learning sessions to support Book Week Scotland, Nursery Rhyme Week, the development of mark making to emergent writing and phonological awareness. Early Years Literacy Champions engaged in practitioner enquiry projects focused on improving writing engagement and literacy-rich environments, with positive feedback highlighting increased learner engagement and enhanced staff understanding of writing development. Work is underway on the development of a Phonological Awareness Resource to support reading development for Early Years and Primary practitioners.

Universal and Targeted Professional Learning Offers

The universal offer of professional learning in literacy continues to have a positive impact on teacher confidence and practice in the learning and teaching of literacy. Six schools received support with literacy development, with three receiving targeted professional learning.

The Literacy Development Officer delivered the Teacher Reading Group (TRG) programme which is a professional learning programme developed by the Open University and UKLA which further strengthened practitioner understanding of evidence-based approaches to Reading for Pleasure, resulting in increased pupil engagement in reading activities. Seven educators from primary and ASN schools participated in the programme.

Scottish Book Trust: Reading Schools Programme

Strong progress has also been made through the Scottish Book Trust's Reading Schools Award programme, which supports schools to build and sustain a strong culture of reading amongst pupils, staff and the wider school community. All primary, secondary and ASN schools in EDC are now registered, with 71% having achieved Reading Schools accreditation at Gold, Silver or Core level.

Best practice continues to be shared through the Literacy Champion network and the second annual local authority 'EDC Reading Schools Showcase' event. The showcase event, organised and led by the Literacy Development Officer, welcomed staff and pupil representatives from 8 Secondaries, 23 Primaries and 1 ASN school to Douglas Academy.



Framework for Equity in Literacy

More than 500 teaching practitioners from early years, primary and secondary establishments attended cluster training on the EDC 'Framework for Equity in Literacy'. The training was developed and delivered by members of the Literacy Strategic Team including the Quality Improvement Officer for Literacy, the Literacy Development Officer and Depute Head Teachers. Follow-up engagement highlighted active implementation of the framework across establishments.

Education Scotland: Learning to Read in the Early Years National Programme

Participation in Education Scotland's Learning to Read in the Early Years national programme strengthened practitioner knowledge of early literacy pedagogy and supported improved reading outcomes through enquiry-based practice.

Practitioner trios from Millersneuk Primary, Oxgang Primary and Baljaffray Early Years Centre participated in the national programme. Practitioners engaged in a series of twilight sessions throughout the year, completing an enquiry project on their chosen area of focus within the resource.

Practitioners from Hillhead Primary, Gartconner Primary, Twechar Early Years Centre and Torrance Early Years Centre participated in the condensed model of the programme, identifying key learning and engaging in self-evaluation to enhance teaching practices.

EDC Literacy Hub

Development of the EDC Digital Literacy Hub has continued, providing practitioners with access to professional learning, evidence-based research and literacy resources aligned to local and national priorities. The Hub will support schools and Early Years Centres in their Literacy development. This session, professional learning and supporting resources have been added to support the launch of both the Framework for Equity in Literacy and the EDC Addressing Dyslexia: Guidance for Education Staff documents.

Pilot activity is planned ahead of a formal launch in Session 2026/27.



Numeracy

For Numeracy, standards have remained high across P1, P4, and P7 with an average of 88% of pupils attaining their appropriate level (80% nationally in 24/25). In S3, the number of pupils achieving third level or beyond has increased to 99% and pupils attaining fourth level by S3, has remained high at 84%.

Numeracy Leadership and Professional Networks

Led by the Numeracy Development Officer and the Maths Champion Networks, the authority continues to strengthen school-level leadership and teaching expertise. Within the Early Level, the majority of Local Authority and Partnership Early Years Centres now have a named Maths Champion to lead improvement. This network successfully implemented a new authority-wide audit tool to standardise high-quality outdoor numeracy provision across all Early Years Centres.

In Primary and Secondary settings, the majority of schools have appointed a Maths Champion committed to leading positive change. These networks have collaborated on research-informed teaching approaches to address maths anxiety, dyscalculia, and growth mindset, while leading high-profile initiatives such as the 'Wild Maths' theme for Maths Week Scotland.

Targeted Intervention and Equity

To reduce the poverty-related attainment gap (PRAG), the Numeracy Development Officer conducted comprehensive numeracy audits across our Quintile 1 schools to pinpoint specific pedagogical and resource requirements. These audits led to strategic resource investment in concrete materials.

In nine identified schools, bespoke CLPL sessions were tailored to specific staff needs, with a core focus on embedding the Concrete-Pictorial-Abstract (CPA) approach. Key initiatives included training on the four operations, Blueprint boards, and Maths Recovery interventions. This targeted support resulted in measurable gains in staff capability and confidence. Furthermore, these efforts have translated into positive attainment gains for children participating in Maths Recovery Interventions.

Innovation and Strategic Vision

In collaboration with Glasgow University, the STEMSPACE project delivered 16 targeted spatial reasoning lessons to 670 pupils across 17 schools. This initiative resulted in measurable attainment gains in spatial skills, mathematics, and computational thinking. The project saw high levels of learner engagement, with pupils providing overwhelmingly positive feedback regarding their improved confidence in solving spatial problems.

The Numeracy Working Party has worked on developing a draft Equity in Numeracy Framework. This resource provides effective strategies to address misconceptions and common difficulties and will be piloted in identified schools in the upcoming academic session.

Secondary Learning Festival

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 were uploaded to 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.

Digital technology for learning and teaching

This school year, online professional learning was provided that explored the use of digital technologies, including Generative Artificial Intelligence (Gen AI), to enhance all aspects of learning and teaching. Practitioners considered National and Local Authority guidance before exploring the use of specific digital tools that can be utilised to reduce workload and enhance the learning experiences of our young people. Further development of professional learning will aim to empower staff in the use of specific digital tools to enhance learning and support project-based learning.



14. Early Years Strategic Plan

The East Dunbartonshire Council (EDC) Early Years Service provides high quality, safe and inspiring learning environments for children to learn through play. All providers of funded early learning and childcare (ELC) must meet the Scottish Government Funding Follows the Child and the National Standard for Early Learning and Childcare Providers which sets out rigorous quality standards and is subject to inspection by the Care Inspectorate and Education Scotland.



Local Authority provision is delivered from 21 Early Years Centres (EYCs) and one specialist Early Years provision for children with ASN. The Council also works in partnership with 33 East Dunbartonshire based providers of ELC in the private, voluntary and independent sector, including Childminders, who have applied, met the National Standard, and entered a contract with EDC to deliver the funded ELC hours.



Structure and Delivery

Our service is structured to offer a variety of provision through accessible delivery models that meet the diverse needs of families, based on consultation with parents and carers. The East Dunbartonshire Early Years Admissions Policy sets out our commitment to the provision of ELC and provides the reader with guidance on eligibility criteria, application and allocation of places.

Funded entitlement is delivered through a network of council-run EYCs, as well as a range of Funded Providers in the private, independent and third sector, including childminders. This structure allows the Council to ensure delivery of the statutory 1140 hours of funded ELC for all eligible 2 year-olds, children aged three and those not yet attending school, ensuring parents have access to a range of delivery models and a choice of settings.

Our Local Authority EYCs delivery model provides support to parents and families by providing flexible and affordable options to purchase sessions for children aged from three months, outwith a child's funded hours.

The Council's central Early Years Team provides ongoing support to Funded Providers including access to comprehensive professional development opportunities, to ensure a provider neutral approach to delivering the best possible outcomes for all children.

Early Years and Supporting Families

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.

Early Level Conference

For the fourth year an annual Early Level Conference was provided for all practitioners working at early level on an Inservice day. Early level practitioners across our schools, Council and funded provider early years centres were offered the opportunity to hear from Professor Sam Wass, a child psychologist & neuroscientist who is an expert in child concentration and child stress. Over two sessions, three hundred attendees were provided with a thought-provoking seminar exploring how diverse and rapidly changing early childhood environments shape brain development; with a focus on attention, learning and stress and how we can make transformational changes to support young learners.



Early Years Professional Learning

The comprehensive professional learning offer for early years successfully established a progressive, multi-tiered approach to workforce development. By making training accessible to all levels; from frontline practitioners to senior leadership across both Council and funded provider settings. The initiative effectively minimised gaps in practice and fostered a shared pedagogical language to support Centre's Improvement Plans, including a focus on Up, Up and Away, as part of the CIRCLE roll out across all sectors. The sustained focus on play pedagogy and nurture as calendar staples represents a highly effective strategy; rather than offering isolated training events, the iterative, year-on-year development of these core themes ensured that practice evolved alongside the current sector workforce and provided an opportunity for sharing quality practice.

The collaboration with the Froebel Trust and the West Froebel Friends Partnership represents an excellent leveraging of external funding and regional resource-sharing. Securing the network grant to deliver online twilight sessions on Froebel's Occupations allowed for scalability, impacting 400 practitioners across the West Partnership. This wide-reaching, foundational professional development is strategically reinforced by supporting three practitioners through the formal Froebel in Childhood Practice qualification. This dual approach successfully balances sector upskilling with the development of specialised, setting-based experts.



Supported Early Learning and Childcare – Request for Assistance

In recognition of children affected by adverse childhood experiences and facing trauma in their young lives, the Early Years Team coordinates multi-agency panels with representation from the Early Years Centres, Health Visiting Team and the Social Work Team. The Panels consider requests for assistance (RFA) for children at risk and/or families facing crisis. If deemed appropriate, some additional supported sessions in local authority Early Years Centres will be agreed for a short period of time, to allow parents and carers to address their crisis situation, for example, to arrange/attend health appointments; or to take part in parenting support sessions. The Panels meet three times per year, and support is reviewed to ensure intended impact. During this year, 25 children and their families were supported via the Bearsden and Milngavie Panel, 21 via the Villages Panel, 25 via the Bishopbriggs Panel, and 61 via the Kirkintilloch and Lenzie Panel.

Parenting and Family Learning Interventions

The Supporting Families service continues to receive a high level of Request for Assistance for parenting advice and support.



288 families have been supported with **bespoke 1-to-1 parenting interventions**,

and a further



24 families have completed the **six-week group programme**, which focused on **building self-efficacy and confidence**.

100% of parents reported a positive impact after engagement with the team and would recommend it to friends and family.

"I think it has been really helpful to recognise that changing my parenting more than changing my son has led to positive improvements "
(Parent attended six-week group intervention)

There were 220 Requests for Assistance for 1-to-1 support received from Early Years Centres, schools and multi-agency partners, with a further 68 parents/carers self-referring. Evidence from self-referrals continues to indicate that parents are seeking guidance to support their child's additional support needs and anxiety.

Practitioners attended a Supporting Families and Family Learning sharing practice event. Speakers included the following topics:

- Supporting parents to return to work or learning
- Early Years Scotland presentation on The Henry Programme to support parents and children's healthy lifestyles
- Representatives from the Sensory Stars programme for children who have Additional Support Needs
- Practitioners sharing Triple P interventions and Family Learning practice.
- The event was very successful and positively evaluated by practitioners.

Snack and Play



The Snack and Play service ran during Summer, Easter and October school holidays, welcoming up to 260 primary aged children, of which 85% are growing up experiencing poverty. The remaining 15% of attendees were identified by Head Teachers as otherwise vulnerable during the school holiday periods. A team of Hub Managers and Playworkers delivered the service, supported by the Education Central Team. Operating from Holy Trinity, Lairdsland, St Machan's, Clober and Thomas Muir Primary Schools, children benefited from a hot two-course lunch, healthy snacks and a programme of fun activities. Of the children allocated a place, approximately 48% had identified additional support needs, many with a support plan in place. Children reported enjoying attending – when asked what do you like about Snack and Play?

Comments included:

- *"Two words, everything and everybody."*
- *"It's much better than home – less tidying and I can eat whenever I'm hungry."*

Parents also fed back to the Team, in person, by email and by completing the evaluation. Almost all (97%) parents of children attending reported that their child enjoyed Snack and Play, and that it was an invaluable support to them during the holiday periods, with comments including:

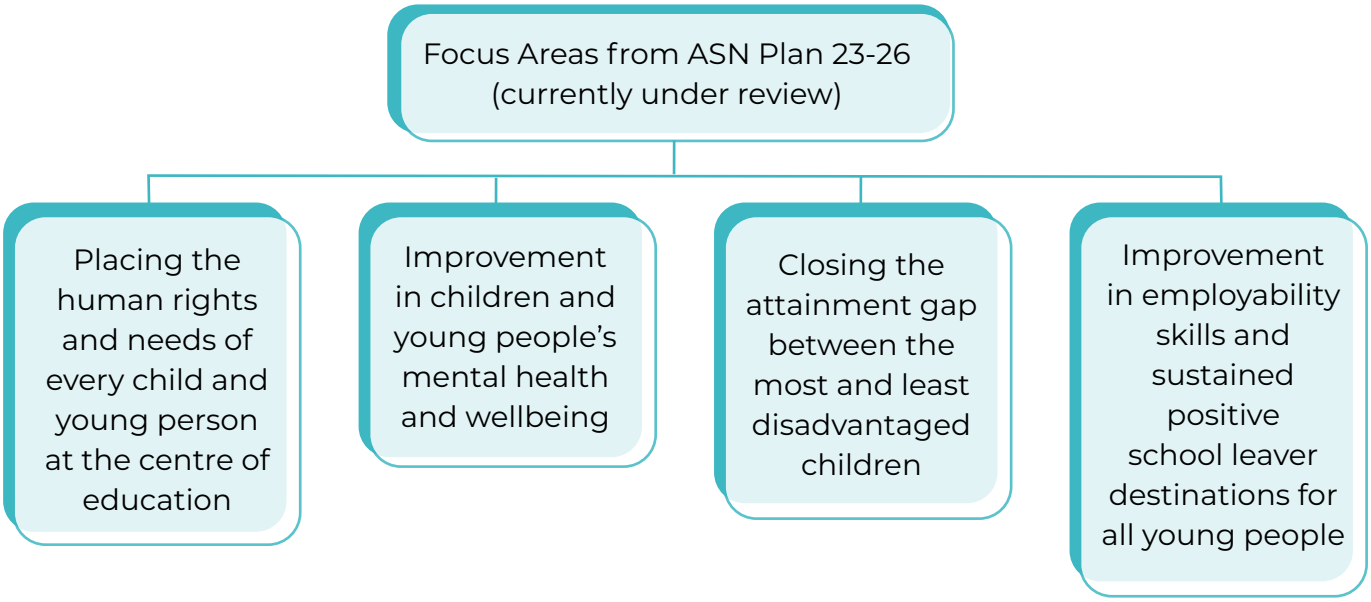
- *"Staff are friendly and you can tell they really care about the children and offer a welcoming environment."*
- *"Snack and play is amazing – friendly, helpful staff with a well organised, safe and fun environment."*

ASN Summer Playscheme

The Woodland View Playscheme successfully operated again during the summer holidays, extending its running period to three weeks. The service accommodated pupils from Woodland View School and was extended on a request-for-assistance basis to include pupils attending the Enhanced Learning Resource Provisions. A carefully planned zoning system was put in place whereby pupils were placed into one of five zones, giving consideration to their needs and interests. Pupils were able to freely access the outdoor spaces, and had opportunities to play in the Soft Play Room and dance studio. Lunches were served in the dining area, where all pupils had the option of a hot lunch or soup and a sandwich. Many children opted to bring their own packed lunch to suit their dietary or medical needs. A total of 72 pupils attended across the three week period and almost all evaluations were positive from children, parents and playworkers.

15. Additional Support Needs Strategic Plan

The ASN Strategic Plan aligns to the National Improvement Framework Priority One and is presently under review.



The ASN Strategic Plan Review will ensure that the Council continues to deliver the highest quality of education for all children with ASN. This in line with Education (Additional Support for Learning) (Scotland) Act 2004 and Getting it Right for Every Child (GIRFEC). The Council is committed to ensuring all schools are supported to provide an inclusive and equitable learning environment where nurturing approaches are firmly embedded, key focus is on relationships and resilience and learning environments are adapted to meet the needs of all learners using the CIRCLE Framework.

The ASN Team provides support and guidance to all mainstream schools. The service is also responsible for the six Enhanced Learning Resource (ELRs) within the area's primary and secondary schools and the Primary and Secondary Wellbeing Services which are standalone provisions. In addition, there is Woodland View School, which provides a high level of support for children and young people who have more complex needs or require more regular medical support.

The ASN Strategic Plan ensures that all children and young people with ASN, continue to be supported through additional resources, enhanced and where appropriate specialist staffing, and carefully designed learning environments to meet their needs. There is a clear focus on children being able to achieve and thrive according to their own ability and strengths.

There are over 300 support staff across primary, secondary and specialist settings which is regularly reviewed according to the needs of children and young people. The service provides extensive induction training and professional learning programmes to meet both local and national priorities.

16. Instrumental Music Service

Session 2025 – 2026 has been an exceptionally successful and inspiring year for the East Dunbartonshire Council Instrumental Music Service.

One of the standout highlights was the Christmas Gala Concert at the Glasgow Royal Concert Hall, which was a remarkable achievement for all involved. The event was a complete sell-out, welcoming an audience of 2,500. The concert showcased the depth and inclusivity of music-making across the authority, featuring the Secondary Schools Orchestra, pupils from Woodland View School, the EDC Pipe Band, Meadowburn Gaelic School Choir, EDC Junior Chorus and an outstanding choir of 250 Primary School singers representing schools from across East Dunbartonshire. The scale, quality and spirit of the performance made it a truly memorable occasion.

National success was achieved by our EDC pipe band quartets, who secured first and fifth places at the Scottish Schools Pipe Band Championships.

The Senior String Ensemble from Bearsden Academy were finalists in the Scottish Young Ensemble of the Year, held at the Royal Conservatoire of Scotland.

These achievements reflect the exceptionally high standard of teaching and musical talent within our schools.

Throughout the year, our pupils have demonstrated outstanding commitment and enthusiasm. This was evident in the 10 Sunday rehearsals that took place, alongside three highly successful rehearsal weekends, which were crucial in developing our ensembles:

- The first weekend brought together the Wind Band and Concert Band, with 160 pupils participating.
- The second weekend focused on the String Orchestra, String Ensemble, Percussion Ensemble, and Jazz Orchestra involving 220 pupils.
- Each of these experiences provided invaluable opportunities for musical growth, teamwork, and collaboration.

These efforts culminated in two outstanding Easter Concerts held at the prestigious Royal Scottish National Orchestra Centre in Glasgow. These concerts were a fitting celebration of the pupils' hard work and musical progress.

We are especially proud to share an exciting development arising from these performances. The Easter concerts were professionally filmed by a former pupil and submitted as part of an audition process for Disneyland Paris. The submission was successful, and the EDC Secondary Schools Orchestra has been invited to perform at EuroDisney, Paris in June 2027. This is a tremendous achievement and a testament to the talent, dedication, and high standards within the service.

In addition to our senior groups, our primary music programme continued to thrive. In April, 84 pupils participated in our Primary Orchestra, while 141 pupils attended the Primary Training Orchestra.

A record number of over 90 pupils also performed as members of the Junior Chorus, reflecting the growing enthusiasm and engagement in music across our primary schools.

These successes reflect not only the outstanding abilities of our young musicians but also the unwavering commitment of our staff and the continued support from schools and families. We look forward to building on this momentum in the year ahead.

17. Outdoor Education

Bikeability

Cycling Scotland Level 2 Bikeability has been successfully delivered to all Primary Schools by 10 freelance Bikeability instructors who are funded by Cycling Scotland. Approximately 1,350 young people have participated.



Duke of Edinburgh Award (DofE)

Young people from across our Secondary Schools have participated in Bronze and Silver Duke of Edinburgh awards. Supported by a team of freelance instructors 13 Bronze and six Silver Expeditions have taken place.

37 Woodland View pupils have taken part in the Duke of Edinburgh Bronze award supported by school staff and coordinated by the Outdoor Education Team. Extensive work was undertaken to ensure the needs of young people were being met to remove barriers to participation. Duke of Edinburgh Scotland are going to use the success as a case study.

Supported by the school's Youth Development Worker, Kirkintilloch High School delivered the Duke of Edinburgh Award through the curriculum. A few children who have struggled to maintain fulltime attendance at school have achieved their Bronze award. The DofE Scotland is going undertake a case study of the success.

Nineteen young people have registered to take part in the Gold Award which is a significant increase in participation.

Whole Family Wellbeing Fund (WFWF)

A successful bid from the WFWF has allowed one of the instructional team to work full time on the programme, supporting group work with 12 of our schools, working with 102 young people on a six-day program. This involved team building sessions, climbing, walking, canoeing, biking, bushcraft skills and looking at building confidence and peer relationships, as well as encouraging attendance at school.

This programme has been evaluated very highly, and funding will continue into next session.

Delivery of other programmes will continue. This includes the new Secondary Wellbeing programme offered to S1 young people.

18. Next Steps and Education Service Plan

The Education Service Plan (ESP) is a three-year rolling plan that sets out strategic priorities for improvement, detailing actions for the Education Service, Schools and Early Learning and Childcare (ELC) centres, along with performance measures. The ESP is underpinned by legislative requirements in the Standards in Scotland's Schools Act 2000 statutory guidance and the National Improvement Framework (NIF).

The Education Service Plan spans a three-year period from 2025 – 2028. Following the self-evaluation which has taken place and has resulted in this Standards and Quality Report 2025 – 2026, some minor changes have been made moving into year two of the three-year plan.

Please refer to this document for detailed information on the Education Service Plan which outlines steps to take to reduce inequalities, in pursuance of the National Improvement Framework (NIF) priorities.

The Service must seek and have regard to the views of pupils, parents and others. The Education Service Plan reflects duties imposed by the following key legislation:

- Standards in Scotland's Schools etc. Act 2020
- The Education (Scotland) Act 2016
- The Children and Young People (Scotland) Act 2014
- Post-16 Education (Scotland) Act 2013
- Young People's Involvement in Education and Training (Provision of Information) (Scotland) Order 2014
- Community Learning and Development (Scotland) Regulations 2013
- The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)
- United Nations Convention on the Rights of the Child
- Equality Act 2010.

Other formats

This document can be provided in large print, Braille or in audio format and can be translated into other community languages.

Please contact the Council on 0300 123 4510

本文件可按要求翻譯成中文。如有此需要，請致 0300 123 4510。

یہ دستاویز درخواست کرنے پر اردو میں ترجمہ کی جا سکتی ہے۔ اس کے لئے براہ کرم 0300 123 4510 پر فون کریں۔

ਇਸ ਦਸਤਾਵੇਜ਼ ਦਾ ਮੰਗ ਕਰਨ ਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ 0300 123 4510 ਫ਼ੋਨ ਕਰੋ।

Gabhaidh an sgrìobhainn seo cur gu Gàidhlig ma tha sin a dhìth oirbh. Cuiribh fòin gu 0300 123 4510

अनुरोध करने पर यह दस्तावेज़ हिन्दी में भाषांतरित किया जा सकता है। कृपया 0300 123 4510 पर फ़ोन कीजिए।