



*Driving Equity and Excellence*

## Improvement Action Plans

**Session 2025-26**

<b>School:</b>	Abronhill Primary School & Nursery Class
<b>Cluster:</b>	Cumbernauld Academy
<b>Head Teacher:</b>	Jane Stocks

Improvement Plan Summary	
School Priority 1:	<p><u>Curriculum; Design, Rationale and Delivery (Year 1 of 3)</u>            A refreshed curriculum, aligned with school values, children’s rights and national expectations will be developed over three years. Children will experience well-planned, progressive learning across all curriculum areas that meet their needs and reflect their interests.</p>
School Priority 2:	<p><u>Leadership of Change (Year 1 of 2)</u>            All staff will contribute to improvement through clearly defined leadership roles. Structures will support collaboration, communication, and evaluation. Children will be more involved in leading learning and decision making across the school. Changes will be consistently embedded and evaluated for impact using robust evidence and data.</p>
School Priority 3:	<p><u>Health and Wellbeing (Year 1 of 2)</u>            All children and staff will benefit from consistently applied, high quality personalised support and wellbeing practices. All staff will use tracking and data to evaluate and refine supports. Children will be able to regulate their emotions through use of appropriate strategies. There will be a reduction in low-level disruptions and children will feel safe, respected and supported in the school environment.</p>
Nursery Class Priority:	<p><u>Creativity and Outdoor Learning</u>            Children will experience a rich, creative early learning environment indoors and outdoors. Staff will confidently support creativity through play, and high-quality outdoor play and learning will be embedded across daily practice. Children’s voice and parental input will help shape learning experiences and environmental improvements.</p>

# Education and Families Priorities

1	2	3	4	5
<p><b>Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</b></p>	<p><b>Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</b></p>	<p><b>Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.</b></p>	<p><b>Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<p><b>Vulnerable Groups- Improved outcomes for vulnerable groups.</b></p>
<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Raising Attainment Strategy <ul style="list-style-type: none"> <li>◦ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.</li> </ul> </li> <li>• Self- Evaluation Leading to Improvement <ul style="list-style-type: none"> <li>◦ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.</li> </ul> </li> <li>• Review of Additional Support Needs <ul style="list-style-type: none"> <li>◦ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice training</li> </ul> </li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• SAC/ PEF Plan <ul style="list-style-type: none"> <li>◦ There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.</li> </ul> </li> <li>• Anti- Poverty Programmes <ul style="list-style-type: none"> <li>◦ There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.</li> </ul> </li> <li>• North Lanarkshire Innovation and Improvement Hub <ul style="list-style-type: none"> <li>◦ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.</li> </ul> </li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• GIRFEC <ul style="list-style-type: none"> <li>◦ There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.</li> </ul> </li> <li>• 1140 ELC Expansion <ul style="list-style-type: none"> <li>◦ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.</li> </ul> </li> <li>• Mental Health and Wellbeing <ul style="list-style-type: none"> <li>◦ Our practice in this area will be aligned with wider partnership approaches, translated into a Mental Health and Wellbeing Strategy for young people and those who work with them</li> </ul> </li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Curricular Progression</li> <li>• A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.</li> <li>• DYW Strategy</li> <li>• The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.</li> <li>• Digital Classroom</li> <li>• Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.</li> </ul>	<p><b>Improvement Actions</b></p> <ul style="list-style-type: none"> <li>• Support for Families/ Young People at Risk</li> <li>• There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.</li> <li>• Care Experienced Young People</li> <li>• There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.</li> <li>• Support for Adults</li> <li>• There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.</li> </ul>

## School Vision and Values

### Vision, Values and Aims

Our **ASPIRE** values and **STAR STATEMENT** aims help us achieve our vision to **BE THE BEST THAT WE CAN BE.**

### Our Vision

In Abronhill Primary School and Nursery Class we **ASPIRE** to **BE THE BEST WE CAN BE.**

### ASPIRE Values

We are:

Achieving

Supportive

Persistent

Inclusive

Responsible

Equitable

### Our Star Statement Aims

★ We have access to high quality teaching and learning experiences.

★ We work hard and always try our best.

★ We treat other people the way we want to be treated.

★ We are kind, honest and polite.

★ We listen well and try to help others.

★ We are proud of our school and look after it.

## **Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

### **Details of engagement (pupils, parents/carers, partners)**

#### **Parents/Carers**

- Gathering of views through Microsoft Forms.
- Communication through school website, X, newsletters and emails.
- Individual meetings and/or phone calls are arranged when appropriate (in person and virtually).
- Home Learning, Journey Jotters, My Story target setting books and nursery class profiles share children's learning with families and enables the sharing of views.
- Attendance at events, workshops etc. where information is shared and views are sought
- Parent Council engage in sharing views

#### **Pupils**

- Pupils are involved in planning and evaluating teaching and learning.
- Pupil conversations linked to a range of developments and activities.
- Pupil involvement in leading and supporting the work of Houses, learning walks, community opportunities and a variety of clubs.
- Nursery conversations, planning, floor books and profiles.
- Digital engagement through Glow, Teams and Microsoft Forms.

#### **Staff**

- Staff are involved in all development work and views are regularly shared.
- Views are shared during staff meetings, working parties, focus groups and through digital engagement using Forms.

#### **Partners**

- Views are sought from partners who are involved with the school. There is no formal recording of this so this needs to be a focus.

If your annual improvement priorities are part of a wider, longer term, 3-year strategic plan, please use the template below to outline your longer-term plan. (This overview is optional and does not need to be completed but will provide an overview of your improvement journey.)

	Priority 1	Priority 2	Priority 3
Year 1: Session 2025-2026	<b><u>Curriculum Design and Refresh (QI2.2)</u></b> Introduce and embed literacy and numeracy progression pathways; create and consult on whole school curriculum rationale; review learning contexts and ensure alignment with refreshed curriculum framework; develop IDL approaches.	<b><u>Leadership of Change (QI1.3)</u></b> Focus on improving consistency and communication within leadership teams and working groups; ensure all change initiatives are tracked, shared and evaluated.	<b><u>Health and Wellbeing (QI3.1)</u></b> Embed Zones of Regulation and Emotion Works across all classes; introduce SCERTS; strengthen personalised support structures and improve planning and tracking.
Year 2: Session 2026-2027	<b><u>Curriculum Design and Refresh (QI2.2)</u></b> Deepen consistency of pedagogy across curricular areas; enhance assessment and tracking to reflect breadth, challenge and application.	<b><u>Leadership of Change (QI1.3)</u></b> Develop staff leadership capacity and pupil leadership opportunities; further embed use of data to inform planning and improvement.	<b><u>Health and Wellbeing (QI3.1)</u></b> Embed SCERTS-informed practice; deepen parental and pupil involvement in wellbeing planning and evaluation.
Year 3: Session 2027-2028	<b><u>Curriculum Design and Refresh (QI2.2)</u></b> Embed full curriculum model; refine moderation practices; evaluate impact of changes on attainment and children's experiences.		

## 2025-26 Improvement Plan

<b>Priority 1: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>Curriculum; Design, Rationale and Delivery (Year 1 of 3)</b> <b>By June 2028, all staff will consistently plan, deliver and evaluate a refreshed curriculum, aligned with school values and national expectations. Almost all children will experience well-planned, progressive learning across all curriculum areas.</b> <b>By May 2026, almost all staff will confidently plan using NLC pathways in literacy and numeracy.</b> <b>By May 2026, most children will be able to talk about their rights, how they are respected, and how their learning connects across subjects and contexts.</b>
Person(s) Responsible Who will be leading the improvement?	<b>Jane Stocks (HT), Laura Black (CT) and Fiona Raeburn (CT)</b>

(Please insert the relevant information below using the codes above)	
<b>NIF Priority: 3, 5</b>	<b>NIF Driver: 2, 4, 5</b>
<b>NLC Priority: 1, 2, 3, 4, 5</b>	<b>QI: 2.2, 2.3</b>
<b>PEF Intervention: 4, 5, 12</b>	<b>UNCRC: Articles 3, 12, 28, 29, 31</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<p><b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this?</p> <p>A full curriculum refresh is needed to ensure we are aligned with local guidance and national expectations. Self-evaluation has identified inconsistencies in planning and variable progression across the curriculum. NLC literacy and numeracy pathways have not been a priority focus due to our previous priority cycle and these now need to be consistently embedded across the curriculum. Although pupil voice informs aspects of the curriculum, it is not fully embedded in meaningful ways across all areas. Due to high levels of ASN (over 40%) and deprivation (SIMD- 75% quintiles 1 and 2, Free School Meals and Clothing Grants- 30%), health and wellbeing, relevance of learning contexts and continuing development of play are critical to meet the needs of all children in our curriculum. Attendance levels across the school were 92.57% with the highest levels in P1-4. P5-7 were over 90% but lower than P1-4 where play has been a particular focus. Play will continue to be on our maintenance agenda with approaches being further developed in P4-7.</p> <p>The weighted averages of P1, 4 and 7 NSA results show that approximately 70% of children have achieved average or above average results, but 30% of children’s results were below average in writing and numeracy. The weighted averages of ACEL data for P1, P4 and P7, show that while numeracy results are strong in P1 and P4, there is a noticeable drop by P7. This suggests there needs to be a focus on the progression of numeracy skills from First to Second level to support children to achieve expected levels in P7. Although writing ACEL results are above 70%, this is the lowest literacy organiser for all classes which indicates that there needs to be a targeted curriculum refresh in writing pedagogy, progression and opportunities. Improved curricular coherence and progression will have a positive impact on attendance and attainment, particularly in literacy and numeracy. Curriculum development will also support consistency of pedagogy and professional learning for all staff. We will also enhance interdisciplinary learning and continue to focus on developing the use of digital technology.</p>	
<p><b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets</b></p> <ul style="list-style-type: none"> <li>• additional staffing</li> <li>• NLC literacy and numeracy pathways</li> <li>• Education Scotland curriculum design tools</li> <li>• Cycle of Wellbeing resources</li> <li>• pedagogy team input</li> <li>• HGIOS-4/ELC/OUR</li> <li>• UNCRC/RRS framework</li> <li>• in house leadership and working groups</li> <li>• staff collegiate sessions and inservice days</li> <li>• curriculum resources</li> </ul>	

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<p><b>By May 2026</b>, a refreshed whole school curriculum rationale will be developed with <b>all</b> staff, children, parents/carers and partners to reflect our values, local context, and curriculum aims.</p>	<ul style="list-style-type: none"> <li>• Facilitate stakeholder engagement sessions to co-create a refreshed curriculum rationale <b>(Feb)</b></li> <li>• Review Vision, Values and Aims to ensure they align with curriculum rationale- update as required <b>(Sep)</b></li> <li>• Draft rationale document <b>(May)</b></li> <li>• Review of language across planning and displays <b>(terms 3&amp;4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders views</li> <li>• QA activities- see calendar</li> <li>• Evidence of rationale embedded in plans and displays</li> <li>• Rationale document</li> </ul>		
<p><b>By May 2026</b>,</p> <ul style="list-style-type: none"> <li>• <b>almost all</b> staff will use NLC pathways in literacy and numeracy to plan progressive learning.</li> <li>• <b>most</b> children will have a clearer understanding of learning objectives and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver staff CLPL on pathways <b>(Aug-Oct)</b></li> <li>• Audit current curriculum and identify gaps against NLC pathways <b>(Aug-Oct)</b></li> <li>• Embed NLC literacy and numeracy pathways <b>(Sep-May)</b></li> <li>• Consistent school wide approach to formative assessment in writing, including shared moderation activities <b>(Nov)</b></li> <li>• Engage with numeracy ESO with a focus on identifying progression gaps P4-7 and and implementing new approaches <b>(plan Aug)</b></li> <li>• Develop consistent use of diagnostic assessments to identify misconceptions early and target interventions <b>(Sep, Dec, Feb, May)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback and confidence surveys</li> <li>• Pupil voice</li> <li>• QA activities- see calendar</li> <li>• Peer moderation evidence</li> <li>• Attainment and achievement data</li> </ul>		
<p><b>By May 2026</b>,</p> <ul style="list-style-type: none"> <li>• targeted improvements will be made in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Set targets at progress meetings <b>(Sep, Dec, Feb, May))</b></li> <li>• Gather and analyse initial assessment data to inform interventions <b>(by mid Sept)</b></li> </ul>	<ul style="list-style-type: none"> <li>• ACEL and NSA data tracking</li> <li>• Target groups monitoring</li> <li>• Class assessments and moderation evidence</li> <li>• QA activities- see calendar</li> </ul>		

<p>and numeracy attainment.</p> <ul style="list-style-type: none"> <li>• <b>Most</b> children working below average will show improvement.</li> <li>• (target data will be inserted when finalised)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement targeted support in writing and numeracy (<b>initial supports start by Sept weekend</b>)</li> <li>• Ensure QA calendar tracks attainment at key points of session (<b>Nov, Feb, May</b>)</li> <li>• Monitor progression from First to Second Level in numeracy (<b>TBC</b>)</li> <li>• Moderation of writing (<b>TBC</b>)</li> </ul>			
<p><b>By March 2026</b>, all children will have opportunities to experience purposeful and engaging IDL contexts, linking skills and knowledge across subjects.</p>	<ul style="list-style-type: none"> <li>• Audit current IDL practice (<b>Aug-Oct</b>)</li> <li>• Develop shared understanding (<b>Oct</b>)</li> <li>• Pilot new IDL format in planning block 2 (<b>Jan</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• IDL plans</li> <li>• Pupil focus groups</li> <li>• QA activities- see calendar</li> <li>• Staff reflections</li> </ul>		
<p><b>By May 2026</b>, almost all children will describe how their rights are part of school life and learning.</p>	<ul style="list-style-type: none"> <li>• Embed rights into curriculum rationale and planning (<b>Jan-May</b>)</li> <li>• Link with RRS Class Charters and assemblies (<b>Aug</b>)</li> <li>• Promote pupil voice through opportunities for discussion and decision-making aligned with rights (<b>TBC</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Learning conversations</li> <li>• Displays</li> <li>• QA activities- see calendar</li> <li>• Planning samples</li> <li>• Parent/Carer views</li> </ul>		
<p><b>By June 2026</b>, all classes will have mapped literacy and numeracy learning using agreed progression frameworks.</p>	<ul style="list-style-type: none"> <li>• Create school overview (<b>May</b>)</li> <li>• Review and revise progression frameworks (<b>May</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• QA activities- see calendar</li> <li>• Stage meetings</li> <li>• Moderation dialogue</li> </ul>		
<p><b>Final evaluation (for submission):</b></p>				

<b>Priority 2: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b><u>Leadership of Change</u></b> <b>By June 2027, all staff will contribute to improvement through clearly defined leadership roles. Structures will support collaboration, communication, and evaluation. Almost all children will be more involved in leading learning. Changes will be consistently embedded and evaluated for impact using robust evidence and data.</b> <b>By June 2026, all staff will have engaged in leadership at all levels activities through working groups or school initiatives. Most staff will report increased confidence in leading and contributing to school improvement. Most children will have more opportunities to shape learning and decision-making across the school. Effective use of data and feedback will support tracking of change.</b>
Person(s) Responsible Who will be leading the improvement?	<b>Deborah Hannah (PT), Nicole Burns (CT) and Jenna Stewart (CT)</b>

(Please insert the relevant information below using the codes above)	
<b>NIF Priority: 1, 3, 5</b>	<b>NIF Driver: 1, 2, 5</b>
<b>NLC Priority: 1, 3, 5</b>	<b>QI: 1.2, 1.3</b>
<b>PEF Intervention: 7, 11, 12</b>	<b>UNCRC: Articles- 3, 12, 29</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
<b>RATIONALE (WHY?)</b> Why have you identified this as a priority? What data did you have to support this?	
<p>Staff have experience in successfully leading initiatives, but our self-evaluation has identified key areas for improvement. Working groups or individuals leading areas, do not always consistently share developments, incorporate wider views or effectively evaluate impact. Change is not always embedded/maintained once established and monitoring needs to improve. Leadership at all levels needs to include consistent structures for planning, tracking and review. This is partly due to the high levels of maternity leaves over the past 10 years as permanent staff have missed whole years of development work. Pupil leadership also needs to be strengthened to include more opportunities for younger children and to further develop pupil voice. We are partnered with Carbrain PS in the Young Leaders of Learning programme that will empower children to take an active role in improving their schools and enhances their leadership skills. Deborah Hannah (Principal Teacher) is engaging with the Ceannas Evolve pilot leadership programme in 2025-26 and this will contribute to modelling effective leadership practice across the school. Use of data, both qualitative and quantitative, is used to inform improvement and progress in school but this needs to be more robust across all staff.</p>	
<b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. <b>Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</b>	
<ul style="list-style-type: none"> <li>• Education Scotland ‘Leadership at All Levels’ materials</li> <li>• <b>PT leadership training content</b></li> <li>• Cycle of Wellbeing resources</li> <li>• Young Leaders of Learning programme resources</li> <li>• HGIOS4 QI 1.2 &amp; 1.3 tools</li> <li>• School improvement templates and planning tools</li> </ul>	

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<b>By December 2025, all staff will have contributed to a working group or school initiative.</b>	<ul style="list-style-type: none"> <li>• Establish working groups and agree remits and meeting schedules <b>(Aug-Sep)</b></li> <li>• Provide time and structure for planning and review <b>(Aug)</b></li> <li>• Consistent formats for recording actions and evaluating progress <b>(Sep)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Minutes, plans and reviews from groups</li> <li>• Staff evaluations</li> </ul>		
<b>By May 2026, most staff will report increased confidence in leading aspects of change, including the use of data to support and measure improvement.</b>	<ul style="list-style-type: none"> <li>• Professional learning sessions to explore leadership roles- including Ceannas Evolve sessions <b>(TBC)</b></li> <li>• Data literacy CLPL <b>(TBC)</b></li> <li>• Build in use of data to working group agendas <b>(TBC)</b></li> <li>• Use examples of good practice- HMle and CI reports <b>(Sep)</b></li> <li>• Link to PRD <b>(Sep, Jun)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Professional dialogue</li> <li>• PRD reflections</li> <li>• QA activities- see calendar</li> <li>• Staff survey on confidence</li> <li>• Use of data in evaluations</li> <li>• Monitoring group plans and reflections</li> </ul>		
<b>By February 2026, most children will begin to identify how they contribute to improvement in their school.</b>	<ul style="list-style-type: none"> <li>• Extend use of pupil voice groups <b>(Sep, Nov, Feb, May)</b></li> <li>• Include pupil leadership team in working group discussions and at Parent Council meetings <b>(TBC)</b></li> <li>• Young Leaders of Learning programme <b>(TBC)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil focus groups</li> <li>• Visible changes influenced by pupil voice</li> <li>• Displays</li> <li>• Evaluations</li> <li>• QA activities- see calendar</li> </ul>		
<b>Final evaluation (for submission):</b>				

<p>Priority 3: Long Term Outcome          What do you hope to achieve? What is going to change?          For whom? By how much? By When?</p>	<p><b>Health and Wellbeing</b>          By June 2027, all children will benefit from consistently applied, high quality personalised support and wellbeing practices. All staff will use tracking and data to evaluate and refine supports.          By June 2026, all staff and children will be supported through a consistent whole-school approach to wellbeing, regulation and rights. Most children will be able to identify their emotions and use coping strategies to help manage their wellbeing. There will be a reduction in low-level disruptions and children will feel safe, respected and supported in the school environment.          By June 2026, all children who require additional support will be identified and appropriate supports will be in place. Pupil voice and parental input will inform wellbeing supports.</p>
<p>Person(s) Responsible          Who will be leading the improvement?</p>	<p>Kirsty Crawford (PT), Debbie McCormack (CT) and Nikki Barr (Probationer Teacher)</p>

<p>(Please insert the relevant information below using the codes above)</p>	
<p>NIF Priority: 1, 2</p>	<p>NIF Driver: 1, 3, 5</p>
<p>NLC Priority: 2, 3, 4, 5</p>	<p>QI: 2.4, 3.1</p>
<p>PEF Intervention: 1, 2, 3, 6, 10, 12</p>	<p>UNCRC: Articles 3, 12, 24, 29, 42</p>
<p>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</p>	
<p><b>RATIONALE (WHY?)</b> Why have you identified this as priority? What data did you have to support this?</p> <p>Professional dialogue with school staff and visiting professionals, pupil conversations and interactions with parents, have highlighted that dysregulation and emotional distress continues to impact an increasing number of children and families. Long waiting lists to engage with health, and other professionals, impact on the supports available. A shared, consistent approach is needed across the school and SCERTS, 'Emotion Works' and 'Zones of Regulation' provides an inclusive, proactive framework to address these needs. A previously strong system for supporting children's needs has been identified as currently inconsistent and requires attention. There is a need to rebuild these systems, embed a shared language and further strengthen family partnership working. Play pedagogy and Rights Respecting approaches remain key strengths to build on.</p>	
<p><b>Resources:</b> Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.</p> <ul style="list-style-type: none"> <li>• Zones of Regulation materials</li> <li>• Emotion Works materials</li> <li>• SCERTS guidance and supports</li> <li>• NLC HWB frameworks</li> <li>• Cycle of Wellbeing resources</li> <li>• RRS training and resources</li> <li>• school play-based learning materials</li> <li>• collaboration with partner cluster school</li> </ul>	

<b>EXPECTED IMPACT (SHORT TERM TARGETS)</b>	<b>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</b>	<b>HOW WILL YOU TRACK PROGRESS? MEASURES</b>	<b>EVALUATION CHECKPOINT 1 (Internal Process)</b>	<b>EVALUATION CHECKPOINT 2 (Internal Process)</b>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<b>By March 2026, all</b> classes will be using Zones of Regulation, Emotion Works and/or SCERTS visuals and consistent emotional check ins to support wellbeing.	<ul style="list-style-type: none"> <li>• CLPL for staff <b>(Sep-Oct)</b></li> <li>• PTs to continue attending SCERTS training provided by Ed Psych and share with staff <b>(ongoing)</b></li> <li>• Create school wide visuals and class check in routines <b>(Oct)</b></li> <li>• Regular refresh inputs <b>(TBC)</b></li> <li>• Include children’s interests and or/adapt approaches to ensure they are meaningful and relevant, e.g. Inside Out, Colour Monster, Wellbeing Wood <b>(ongoing)</b></li> </ul>	<ul style="list-style-type: none"> <li>• QA activities- see calendar</li> <li>• Pupil dialogue</li> <li>• Environment audits and reviews</li> </ul>		
<b>By May 2026, most</b> children will be able to identify and apply strategies to help regulate emotions.	<ul style="list-style-type: none"> <li>• Use consistent daily check-ins and targeted interventions <b>(Sep)</b></li> <li>• Embed emotional literacy discussions using Emotion Works, SCERTS and Zones in play contexts and HWB lessons <b>(Jan)</b></li> <li>• Moderate integration of SCERTS, Zones and Emotion Works <b>(Jan-Mar)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Staff observations</li> <li>• Wellbeing tracking tools</li> <li>• Focus groups</li> <li>• Parent views</li> </ul>		
<b>By April 2026, all</b> staff will implement agreed universal and additional supports to meet children’s needs.	<ul style="list-style-type: none"> <li>• Audit current supports <b>(Aug-Sep)</b></li> <li>• Agree updated approaches and guidance <b>(Oct)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff self-evaluation</li> <li>• Plan sampling</li> <li>• Case studies- ‘follow the child’</li> </ul>		
<b>By May 2026,</b> pupil voice, play and rights based approaches will be visibly embedded in school ethos and practice.	<ul style="list-style-type: none"> <li>• Pupil wellbeing group <b>(Sep)</b></li> <li>• RRS group <b>(Sep)</b></li> <li>• Maintain RRS work <b>(ongoing)</b></li> <li>• Develop play pedagogy links with HWB <b>(Jan)</b></li> <li>• Class consultations, worry boxes etc to adapt supports <b>(Nov)</b></li> </ul>	<ul style="list-style-type: none"> <li>• RRS evidence</li> <li>• Play planning</li> <li>• Pupil focus groups</li> <li>• QA activities- see calendar</li> </ul>		

<p><b>By October 2025, all</b> parents of identified pupils will be involved in reviewing supports and contributing to planning for wellbeing</p>	<ul style="list-style-type: none"> <li>• Termly check ins with families <b>(TBC)</b></li> <li>• Develop simple shared planning and evaluation formats <b>(Sep)</b></li> <li>• Parent/Carer sessions on Zones, SCERTS and Emotion Works <b>(Feb)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review of support plans</li> <li>• Feedback forms</li> <li>• Minutes of meetings</li> </ul>		
<p><b>By February 2026, most</b> children will say they feel safe, respected and supported in school</p>	<ul style="list-style-type: none"> <li>• Use wellbeing indicators to reflect with children <b>(Sep)</b></li> <li>• Target Setting Books with a focus on wellbeing <b>(TBC)</b></li> <li>• Class HWB lessons and assembly focus <b>(ongoing)</b></li> <li>• Appropriate supports and interventions for wellbeing- nurture, Solihull, LIAM, Seasons etc. <b>(Sep)</b></li> </ul>	<ul style="list-style-type: none"> <li>• SHANARRI surveys</li> <li>• Pupil wellbeing trackers</li> <li>• Parent feedback</li> <li>• QA activities- see calendar</li> </ul>		
<p><b>Final evaluation (for submission):</b></p>				

<b>Nursery Priority: Long Term Outcome</b> What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b><u>Creativity and Outdoor Learning</u></b> <b>By June 2026, children will experience a rich, creative early learning environment indoors and outdoors. Almost all staff will confidently support creativity through play, and high quality outdoor play and learning will be embedded across daily practice. The learning environment will remain responsive and will be regularly refreshed to meet children’s developmental needs. Children’s voice and parental input will help shape learning experiences and environmental improvements. Outdoor learning will be enhanced through increased use of loose parts and the revitalisation of the nursery gardening area. Opportunities to collaborate and share good practice with other cluster ELC settings will contribute to improved practice.</b>
Person(s) Responsible Who will be leading the improvement?	<b>Pamela Leckie (LELP) and Nursery Team</b>

(Please insert the relevant information below using the codes above)	
<b>NIF Priority: 2, 3, 5</b>	<b>NIF Driver: 1, 3, 4, 5</b>
<b>ELC Framework: 1, 2, 3, 4, 5</b>	<b>QI: 3.3, 2.2</b>
<b>PEF Intervention: N/A</b>	<b>UNCRC: Articles- 3. 12. 29, 31</b>
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

**RATIONALE (WHY?)** Why have you identified this as priority? What data did you have to support this?  
 Last session’s AIP focused on developing the nursery environment. Positive progress was made and was recognised by SLT, NLC Early Years Quality Team and parents/carers. Outdoor play and learning is a daily feature of practice and is already well resourced; however, improvements are needed. The once well-maintained gardening area has become overgrown and underused. There is also a need to increase the availability of loose parts and ensure continued variety. Creativity has been identified as a next step, supported by external advice. Due to the staffing model and limited non-contact time, the plan must remain focused and manageable. Strengthening children’s voice and involving parents more meaningfully in reviewing and shaping provision are also priorities for this session. Collaborative working with cluster nurseries will be further developed to support sharing of effective practice.  
 The nursery class will also be involved in relevant priorities detailed above in school priorities- curriculum, leadership of change and health and wellbeing.

**Resources:** Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**  
 • ELC creative thinking resources and frameworks • outdoor learning guidance and resources • loose parts play and natural materials • consultation tools and home-link resources • Cycle of Wellbeing resources • child led planning formats and floorbooks • identified resources to improve opportunities in areas

<b><u>EXPECTED IMPACT (SHORT TERM TARGETS)</u></b>	<b><u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u></b>	<b><u>HOW WILL YOU TRACK PROGRESS? MEASURES</u></b>	<b><u>EVALUATION CHECKPOINT 1 (Internal Process)</u></b>	<b><u>EVALUATION CHECKPOINT 2 (Internal Process)</u></b>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
<b>By April 2026, all areas of provision will be regularly</b>	<ul style="list-style-type: none"> <li>• LP and team to plan regular refresh of areas</li> <li>• Share examples of provocations</li> </ul>	<ul style="list-style-type: none"> <li>• Learning environment audits</li> <li>• Floorbook evidence</li> <li>• Practitioner reflections</li> </ul>		

updated and include varied, open-ended provocations that promote creativity.	<ul style="list-style-type: none"> <li>• Visit other early years establishments to share good practice</li> <li>• Stay and Play</li> </ul>	<ul style="list-style-type: none"> <li>• Child and parent views</li> <li>• QA activities- see calendar</li> </ul>		
<b>By May 2026</b> , the outdoor area will include a wider variety of loose parts and a revitalised gardening area actively used by <b>all</b> children.	<ul style="list-style-type: none"> <li>• Audit outdoor provision</li> <li>• Purchase additional loose parts</li> <li>• Clear and reintroduce gardening area with child and parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor observations</li> <li>• Photo documentation</li> <li>• Child and parent feedback</li> </ul>		
<b>By May 2026</b> , all staff will support creativity through responsive interactions and open-ended questioning.	<ul style="list-style-type: none"> <li>• Audit resources and areas</li> <li>• Use team huddles/meetings to share language prompts and creative strategies</li> <li>• Child led play and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learning conversations</li> <li>• Child engagement</li> <li>• QA activities- see calendar</li> </ul>		
<b>By May 2026</b> , almost <b>all</b> children's voices will influence weekly planning and improvements to the learning environment.	<ul style="list-style-type: none"> <li>• Use a range of approaches to gather children's views</li> <li>• Involve parents in gathering children's views</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Carer feedback</li> <li>• Event evaluations</li> <li>• Adjustments in practice</li> <li>• QA activities- see calendar</li> </ul>		
<b>By June 2026</b> , all of the nursery team will engage in professional dialogue and share practice with cluster ELC settings	<ul style="list-style-type: none"> <li>• Establish nursery collaborative meetings/visits</li> <li>• Identify and share strengths and areas for development</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Meetings minutes</li> <li>• Examples of shared practice</li> </ul>		
Nursery staff will be involved in relevant aspects of the school improvement priorities that will improve practice	<ul style="list-style-type: none"> <li>• Link LELP with school improvement workstreams</li> <li>• Attend selected collegiate sessions where possible</li> <li>• PT to support</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• LELP reflection</li> <li>• Alignment with school actions</li> <li>• QA activities- see calendar</li> </ul>		

**PEF ALLOCATION: £57, 575**

**NORTH LANARKSHIRE COUNCIL  
EDUCATION & FAMILIES  
EQUITY PLAN 2025-26**



*(Internal recording; random sampling of PEF/Equity Plans will continue throughout the session).*

**RATIONALE FOR EQUITY (PEF) PLAN**

Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale.** Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.

<b>Link to Improvement Plan</b>	<b>Detailed Costings</b>	<b>Priority/Description</b>	<b>Intended Outcome/Impact</b>	<b>Evidence/Measures</b>
Priority 1- Curriculum (QI 2.2)	Additional staffing-targeted literacy and numeracy support	Reduce poverty-related attainment gap in writing and numeracy through increased direct teaching time for identified children.	Targeted children will make measurable progress in writing and numeracy. Children will be more confident and engaged.	ACEL data, NSA results, tracking data, pupil engagement data, attendance
Priority 3- HWB (QI 3.1)	Additional staffing-time for regulation and personalised support	Strengthen regulation strategies and personalised support for identified learners with high emotional need.	Children will show improved regulation and engagement in class. Reduction in incidents and improved pupil wellbeing indicators.	SHANARRI wellbeing data, teacher and parent feedback, Boxall results, pupil voice
All priorities	Resources to support literacy, numeracy and emotional regulation	Support consistent whole-school implementation of targeted teaching and wellbeing strategies.	Improved consistency in delivery. Differentiated resources meet the needs of children. Children engage in learning more independently.	Staff feedback, classroom observations, resource audits, moderation records
	Resources to support reducing cost of the school day initiatives	Continue to provide resources and supports to reduce the cost of the school day for families- care kits, trips, home learning resources, school supplies, PE kits etc.	All children can participate in all school related activities without financial burden to families. Providing all children with universal resources in school reduces the impact of stigma related to branded goods.	SHANARRI wellbeing data, parent feedback, attendance, participation in PE

Appendix 1:

When considering your School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4	National Improvement Framework
<p>Article 1 - definition of the child            Article 2 - non-discrimination            Article 3 - best interests of the child            Article 4 - implementation of the Convention            Article 5 - parental guidance and child's evolving capacities            Article 6 - life, survival and development            Article 7 - birth registration, name, nationality, care            Article 8 - protection and preservation of identity            Article 9 - separation from parents            Article 10 - family reunification            Article 11 - abduction and non-return of children            Article 12 - respect for the views of the child            Article 13 - freedom of expression            Article 14 - freedom of thought, belief and religion            Article 15 - freedom of association            Article 16 - right to privacy            Article 17 - access to information from the media            Article 18 - parental responsibilities and state assistance            Article 19 - protection from violence, abuse and neglect            Article 20 - children unable to live with their family            Article 21 – adoption            Article 22 - refugee children            Article 23 - children with a disability            Article 24 - health and health services            Article 25 - review of treatment in care            Article 26 - social security            Article 27 - adequate standard of living            Article 28 - right to education            Article 29 - goals of education            Article 30 - children from minority or indigenous groups            Article 31 - leisure, play and culture            Article 32 - child labour            Article 33 - drug abuse            Article 34 -sexual exploitation            Article 35 - abduction, sale and trafficking            Article 36 - other forms of exploitation            Article 37 - inhumane treatment and detention            Article 38 - war and armed conflicts            Article 39 - recovery from trauma and reintegration            Article 40 - juvenile justice            Article 41 - respect for higher national standards            Article 42 - knowledge of rights            Article 14 - freedom of thought, belief and religion            Article 15 - freedom of association            Article 16 - right to privacy</p>	<p>1.1: Self-evaluation for self-improvement            1.2: Leadership for learning            1.3: Leadership of change            1.4: Leadership and management of staff            1.5: Management of resources to promote equity            2.1: Safeguarding and child protection            2.2: Curriculum            2.3: Learning teaching and assessment            2.4: Personalised support            2.5: Family learning            2.6: Transitions            2.7: Partnerships            3.1: Ensuring wellbeing, equality and inclusion            3.2: Raising attainment and achievement            3.3: Increasing creativity and employability</p> <p><b>PEF INTERVENTIONS</b></p> <p>1. Early intervention and prevention            2. Social and emotional wellbeing            3. Promoting healthy lifestyles            4. Targeted approaches to literacy and numeracy            5. Promoting a high quality learning experience            6. Differentiated support            7. Using evidence and data            8. Employability and skills development            9. Engaging beyond the school            10. Partnership working            11. Professional learning and leadership            12. Research and evaluation to monitor impact</p> <p><b>EDUCATION AND FAMILIES' PRIORITIES</b></p> <p>1. Improvement in attainment, particularly literacy and numeracy            2. Closing the attainment gap between the most and least disadvantaged children            3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing            4. Improvement in employability skills and sustained, positive school leaver destinations for all young people            5. Improved outcomes for vulnerable groups</p>	<p><b>NIF Priorities</b></p> <ol style="list-style-type: none"> <li>1. Placing the human rights and needs of every child and young person at the centre of education;</li> <li>2. Improvement in children and young people's health and wellbeing;</li> <li>3. Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>4. Improvement in skills and sustained, positive school leaver destinations for all young people ;</li> <li>5. Improvement in attainment, particularly in literacy and numeracy.</li> </ol> <p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>1. School and ELC Leadership</li> <li>2. Teacher and Practitioner Professionalism</li> <li>3. Parent/Carer Involvement and Engagement</li> <li>4. Curriculum and Assessment</li> <li>5. School and ELC Improvement</li> <li>6. Performance Information</li> </ol> <p><b>NIF Outcomes</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap</li> <li>5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs</li> <li>6. Improving relationships and behaviour, and attendance, with increased engagement in learning</li> </ol>

<p>Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance</p>	<p><b><u>A QUALITY FRAMEWORK FOR ELC</u></b></p> <p><b>1 Leadership</b> 1.1 Leadership and management of staff and resources 1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement</p> <p><b>2 Children thrive and develop in quality spaces</b> 2.1 Children experience high quality spaces</p> <p><b>3 Children play and learn</b> 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment</p> <p><b>4 Children are supported to achieve</b> 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality 4.3 Children's progress 4.4 Safeguarding and child protection</p>	<p>and a culture of dignity and respect for all.</p> <p>7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.</p>
<p><b>Developing In Faith</b> <i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i></p>		
<ol style="list-style-type: none"> <li>1. Honouring Jesus Christ as the Way, the Truth and the Life</li> <li>2. Developing as a community of faith and learning</li> <li>3. Promoting Gospel Values</li> <li>4. Celebrating and Worshiping</li> <li>6. Serving the common good.</li> </ol>		