

**\*\* denotes school target which will feature in Departmental Improvement Plan**

**\* denotes school target which will feature in Pupil Support Improvement Plan**

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	<b>2025-26 Learning Teaching &amp; Assessment</b>
Person(s) Responsible Who will be leading the improvement?	<b>Graeme Nolan DHT, Learning and Teaching Group</b>

**(Please insert the relevant information below using the codes above)**

<b>NIF Priority:</b>	<b>NIF Driver:</b> School and ELC Leadership 1. Teacher and Practitioner Professionalism 2. Curriculum and Assessment 3. School and ELC Improvement 4. Performance Information
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<b>NLC Priority: 1,2,3,5</b>	<b>QI: 2.3 and 3.2</b>
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<b>PEF Intervention:</b>	
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If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

**RATIONALE (WHY?)** actions in response to school inspection January 2025

**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.

<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>** CLPL Learning and Teaching Professional learning</b>	All teaching staff to have professional learning opportunities working with Bruce Robertson.	PTC's middle leadership input June 2025 focussed on middle leadership of learning and aspects of pedagogy. Whole staff CLPL on learning and teaching delivered to all staff	Principal Teacher event takes place and opportunities for sharing this CLPL take place with departmental staff and link SMT meetings. Whole staff CLPL on learning and leadership of: <ul style="list-style-type: none"> <li>• Active Learning</li> <li>• Feedback</li> <li>• Questioning</li> </ul> and teaching delivered to all staff by Bruce Robertson and actions taken on staff evaluations	Bruce Roberston delivers further CLPL to whole staff in-service February 2026 and to the whole staff at our planned meeting also in February. All staff will complete evaluations via MS Forms and this information used to plan next steps.
<b>** All teaching staff focus on</b>	All lesson visits will focus on the Airdrie Effective lesson with a specific focus on	Most lessons in all planned classroom visits: in all faculties, faculty reviews, peer visits and	All of the quality assurance evidence gathered (surveys/ MS forms / meetings) from classroom	All of the quality assurance evidence gathered (surveys/ MS forms / meetings) from classroom visit activities highlights that

<p>Learning and Teaching Focus on: Active Learning Feedback Questioning</p>	<ul style="list-style-type: none"> <li>Active Learning</li> <li>Feedback</li> <li>Questioning</li> </ul> <p>and will utilise the school's newly launched Observation Toolkit.</p>	<p>SMT visits will highlight evidence, effective teacher/pupil feedback, pupils experiencing active learning and teacher effective questioning</p> <p>Key Learning and Teaching leads G Nolan J Bauld and J Timoney to support staff with what best practice looks like with respect to these aspects of pedagogy throughout the academic session and provide inserts as required at staff meetings</p>	<p>visit activities highlights that in most lessons (75%to 90%) there is evidence which supports: Engaging in active learning Teachers demonstrating effective feedback and effective questioning.</p>	<p>in most lessons (75%to 90%) there is evidence which supports: Pupils engaged in active learning Teachers demonstrating effective feedback and effective questioning in lessons.</p>
<p>** Faculty Learning Partnerships support teaching staff with greater opportunities for sharing practice in Learning and Teaching</p>	<p>New cross faculty partnerships</p> <ul style="list-style-type: none"> <li>Modern languages / RMPS partnered with Mathematics</li> <li>Science partnered with English</li> <li>PE partnered with Expressive Arts</li> <li>Social Subjects partnered with CDT</li> </ul>	<p>All teaching staff to visit a partnership faculty peer, at least once per term, with a focus on the Airdrie Effective lesson delivery and with a particular focus on</p> <ul style="list-style-type: none"> <li>Active Learning</li> <li>Feedback</li> <li>Questioning</li> </ul> <p>utilising the school's newly launched Observation Toolkit.</p>	<p>All teaching staff complete a partnership faculty peer classroom visit, at agreed times between colleagues and take part in post lesson discussions to reflect on what they learned – the focus of these discussions will be on</p> <ul style="list-style-type: none"> <li>Active Learning</li> <li>Feedback</li> <li>Questioning</li> </ul> <p>Principal Teachers Curriculum to maintain a record of these visits and to record in Departmental minutes. All peer visits will be recorded on the observational toolkit and these records stored centrally.</p>	<p>All faculties share their experiences and aspects of their best practice in relation to:</p> <ul style="list-style-type: none"> <li>Active Learning</li> <li>Feedback</li> <li>Questioning</li> </ul> <p>In a teachers showcase which will be the focus of our in-service day May 7<sup>th</sup>, 2026.</p>
<p>** Learning Teaching and Assessment</p>	<p>New cross faculty partnerships</p> <ul style="list-style-type: none"> <li>Modern languages / RMPS partnered with Mathematics</li> <li>Science partnered with English</li> <li>PE partnered with Expressive Arts</li> <li>Social Subjects partnered with CDT</li> </ul>	<p>Partnership Faculties to collaborate and their share approaches to:</p> <ul style="list-style-type: none"> <li>Moderation</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>Verification</li> </ul> <p>Key leads on Quality Assurance M Anderson, J Lilly, K Ferguson K Gilmour and H Sexton to identify best practice in moderation and verification and to produce an updated guidance / best practice policy.</p>	<p>Time at departmental meetings and in-service days supports faculty partners to share their approaches to moderation and also in verification which strengthens their practices. SMT link colleagues will participate in these meetings.</p> <p>BGE and Senior Phase Assessment and Moderation will be the focus at Departmental meetings – with updates and actions noted.</p>	<p>Time at departmental meetings, Principal Teacher meetings and in-service days supports faculty partners to share their approaches to moderation and also in verification which strengthens their practices. SMT link colleagues will participate in these meetings.</p> <p>BGE and Senior Phase Assessment and Moderation will be the focus at Departmental meetings – with updates and actions noted</p>

<p><b>** &amp; *</b> BGE Tracking literacy numeracy health and wellbeing audit.</p> <p>Tracking of all BGE curricular areas.</p>	<p>All faculties to audit and develop their course plans in relation to responsibilities for all. Faculties must have their own procedures to ensure that they are Tracking Literacy Numeracy and Health and Wellbeing in all curricular areas in the BGE. Faculties must ensure that Tracking of BGE curricular / subject areas is updated throughout the school year.</p>	<p>Principal Teachers Curriculum and Pupil Support will ensure that BGE courses incorporate the delivery of literacy numeracy and health and wellbeing E's and O's and that pupils are aware of these skills being delivered in their learning. Principal Teachers Curriculum and Pupil Support must ensure that Tracking of BGE curricular / subject areas is updated throughout the school year.</p>	<p>Audit will be ongoing and key school leaders with lead responsibilities for <i>responsibility for all</i></p> <ul style="list-style-type: none"> <li>• Overall Lead J Lilly</li> <li>• Health and Wellbeing leads</li> <li>• S Allan and PTs Pupil Support</li> <li>• Numeracy leads M Smith and D Brand</li> <li>• Literacy lead B Douglas</li> <li>• Principal Teachers Curriculum and Pupil Support ensure that Tracking of BGE curricular / subject areas is updated throughout the school year – discussed at DM's and link SMT meetings</li> </ul> <p>Will all coordinate the audit and overview of how the responsibility for all is delivered across the Broad General education with a view to producing a whole school BGE assessment calendar.</p>	<p>Key school leaders with lead responsibilities for responsibility for all</p> <ul style="list-style-type: none"> <li>• Overall Lead J Lilly</li> <li>• Health and Wellbeing leads</li> <li>• S Allan and PTs Pupil Support</li> <li>• Numeracy leads M Smith and D Brand</li> <li>• Literacy lead B Douglas</li> <li>• Principal Teachers Curriculum and Pupil Support ensure that Tracking of BGE curricular / subject areas is updated throughout the school year. Discussed at DM's and link SMT meetings</li> </ul> <p>Will present on the responsibility for all in the Broad General education at the May in-service day 2026</p>
<p><b>Final evaluation:</b></p>				

Priority 2: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

## 2025-26 Curriculum & Attainment

Person(s) Responsible

Who will be leading the improvement?

Craig Spencer DHT, Graeme Nolan DHT, Jo Lilly DHT

(Please insert the relevant information below using the codes above)

**NIF Priority:**

**NIF Driver:**

1. School and ELC Leadership
2. Teacher and Practitioner Professionalism
3. Curriculum and Assessment
4. School and ELC Improvement
5. Performance Information

**NLC Priority: 1,2,3,5**

**QI 2.2 3.1 and 3.2**

**PEF Intervention:**

**Developing in UNCRC:**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

**RATIONALE (WHY?)** actions in response to school inspection January 2025

**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.

<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)		
Stretch Aims	Senior phase stretch aims : <i>1 pass in S4 at Level 5 TARGET 85% (match 2025 figure)</i> <i>1 pass in S5 at level 6 TARGET 47% (5 year average)</i>  <b>** NOTE all faculties will set aspirational attainment targets in line with their own raising attainment priorities – post SQA 2025 results</b>	INSIGHT Tracking and Monitoring Data	Quality Assurance meetings with Principal Teachers Curriculum and SMT links on data comparisons in senior phase, which will include a focus on FME learners.	Quality Assurance meetings with Principal Teachers Curriculum and SMT links on data comparisons in senior phase, which will include a focus on FME learners.
<b>** &amp; *</b> Revised whole school Tracking and Monitoring Policy	All staff to ensure they are aware of their individual roles and responsibilities in the new T & M policy and consistently have learner conversations with pupils which involve current progress> next steps> targets	All staff to follow school policy – in line with their roles and responsibilities.	Checkpoint 1 December 2025 – target most pupils consistently involved in learner conversations PT's Curriculum and PT's Pupil Support complete S1-S6 focus groups with pupils / surveys, to gauge what's helping pupils in their learning	Checkpoint 2 March 2026 – target almost all pupils consistently involved in learner conversations PT's Curriculum and PT's Pupil Support complete S1-S6 focus groups with pupils / surveys, to gauge what's helping pupils in their learning and to ensure that pupils are consistently involved in learning conversations – results to be shared with

			and to ensure that pupils are consistently involved in learning conversations – results to be shared with SMT links as part of quality assurance activities	SMT links as part of quality assurance activities – compare data from check point 1 December 2025 with data March 2026
<b>** SCQF and SQA Presentation policy</b>	All colleagues to monitor and track the progress of SCQF and SQA presentations with a particular focus on the outcomes of FME learners across all course entries	All PT's Curriculum to use the data in the whole school tracking system to ensure that accurate departmental records are held and monitored for all pupils – with a focus on FME learners in particular	<b>Ongoing Quality Assurance</b> All PTCs to have records of pupils that start SCQF and SQA courses and have data broken down by pupil characteristics i.e. FME / ASN / SIMD / CE and track pupils progress. Evidence in teacher individual tracking Departmental tracking DM Minutes Quality Assurance meetings with PTC / SMT link and application of whole school T&M policy	<b>Post Senior phase Prelim Quality Assurance</b> All PTCs to have records of pupils that finish SCQF and SQA courses and have data broken down by pupil characteristics i.e. FME / ASN / SIMD / CE and track pupils progress – and discuss alternative pathways / fallback accreditation for all learners.  Evidence in teacher individual tracking Departmental tracking / Estimates DM Minutes Quality Assurance meetings with PTC / SMT link and application of whole school T&M policy
<b>** Alternative accreditation pathways in Senior phase</b>	All Departments to continue to provide pathways which builds on pupil prior attainment appropriately using SCQF and SQA courses across the senior phase	All PT's to baseline current offers in all senior phase subjects / levels in their department and review curriculum pathways S4-S6  Key Leads C Spencer and K Douglas to collate the curriculum updated and share these developments at points in the academic year. Key lead P Di-Nardo to research the current STEM offers in other establishments and use that information to support the enhancement of the STEM pathways in the senior phase.	<b>Quality assurance questions</b> What new pathways are you looking to develop and incorporate in your curriculum structure? Who are you trying to target? Does your current curriculum offer build in learner progression across the senior phase?  Evidenced in DM minutes and in Quality Assurance link SMT meetings  Staff to engage in visits / meetings with other schools to learn about their pathways	<b>Quality assurance questions</b> What new pathways will you incorporate in your curriculum structure 2026-27? Which pupils are you trying to target? Does your new current curriculum offer build in learner progression across the senior phase?  Evidenced in DM minutes and in Quality Assurance link SMT meetings  Staff to engage in visits / meetings with other schools to learn about their pathways
<b>Final evaluation:</b>				

Priority 3: Long Term Outcome

What do you hope to achieve? What is going to change? For whom? By how much? By When?

2025-26 Inclusion

Person(s) Responsible

Who will be leading the improvement?

Claire O'Neill DHT, Pupil Support Team, PEF Team

(Please insert the relevant information below using the codes above)

**NIF Priority:**

**NIF Driver**

- 6. School and ELC Improvement
- 7. Performance Information

**NLC Priority: 2,3,5**

**QI: 1.3 and 3.1**

**PEF Intervention:**

**UNCRG:**

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:

Acting DHT PEF and acting PT Digital Skills and Pupil Achievement £18000

**RATIONALE (WHY?)** actions in response to school inspection January 2025

**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.

Acting PEF PT Digital Skills and Achievement £9000.

<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)		
* Whole school Attendance Target Of 86.5% by end of academic session 2025-26	Continual monitoring and tracking of the Interventions in place to support the inclusion and achievement of all pupils, with an ongoing focus on supporting vulnerable / at risk vulnerable pupils:  FME / CE / ASN / SIMD	Increase whole school attendance by 0.5 % to a June 2026 target of 86.5%	Daily rigorous monitoring and actions taken in line with school and NLC attendance policies (NLC Business Intelligence data) to support increased pupil attendance and with a key focus on targeted vulnerable groups. PTs Pupil Support to review and refresh attendance policy.  FME / CE / ASN / SIMD  PTs Pupil Support to review and refresh attendance policy and highlight relevant updates to staff.	Daily rigorous monitoring and actions taken in line with school and NLC attendance policies (NLC Business Intelligence data) to support increased pupil attendance and with a key focus on targeted vulnerable groups  FME / CE / ASN / SIMD  PTs Pupil Support to complete the review and refresh of attendance policy and highlight relevant updates to staff.
* Review and refresh our Anti-bullying policy	Pupil Support team and Pupil Parliament will be the key leads the review of our school, Anti Bullying Policy	All staff to support the review and update of this policy and have a nominated faculty link to support the refresh of the	Anti-bullying policy development is ongoing and staff are fully updated on policy progress by key lead	Anti-bullying policy completed by January 2026. Policy shared with all stakeholders. Policy uploaded to school website

		policy and link in with Pupil Support and Pupil Parliament improvement work.	personnel: Pupil Support, pupil Parliament and Faculty link members will present progress at the November in-service day.	Pupil and Parent friendly version produced in leaflet form
Senior phase reward system	Senior phase pupils recognised via the pilot “colours” system which will be introduced via consultation with pupils’ staff and parents	Key leads PT Digital Skills and Achievement, C Spencer, C Paterson and Senior Pupil officials will lead the development of a senior phase pupil reward system with colours being awarded based on school values.	Senior Phase “colours” reward system planning and consultation takes place with  Key leads PT Digital Skills and Achievement, C Spencer and C Patterson and Senior Pupil officials’ members will present progress at the November in-service day.	By January 2026, the new Senior Phase “colours” reward system in operation and a digital application form made available for all senior pupils to apply for respective school colours.  Key leads PT Digital Skills and Achievement, C Spencer, C Paterson and Senior Pupil officials to support a tracking and monitoring system for school colours
Final evaluation:				

Closer look Quality indicators 2025-26

1.3 Leadership of change

2.1 Safeguarding and Child Protection

2.2 Curriculum

3.1 Ensuring wellbeing equality and inclusion

3.2 Raising Attainment and achievement