

Driving Equity and Excellence Improvement Action Plans Session 2025-26

Cluster:	Bellshill
School:	Bellshill Academy

Improvement Plan Summary	
School Priority 1: Attendance:	A collective approach to attendance and wellbeing will improve attendance and engagement of learners
School Priority 2: Attainment	A collective approach to raising attainment and achievement will ensure all learners achieve their potential .
School Priority 3: Learning	A collective approach to learning will ensure that learners are active participants who understand their progress and what they need to do to improve .

School Vision and Values

At Bellshill Academy we believe in rewarding futures for all young people. We are fully committed to the wellbeing of all our pupils and believe young people should feel the adults in their school are interested in them and care about their learning. We believe that only when they feel this way, they benefit from our aim which is: *for young people to be continuous learners who can secure for themselves rewarding futures in life and work, impacting positively on the future of the Bellshill community, North Lanarkshire, Scotland and the wider world.*

Community **A**spiration **R**espect **E**ndeavour

For Session 2025/26

The following underpin our plan for 25/26 and will be considered in all operational and strategic matters.

- Key Core Value: **Community**
We are all working together to improve outcomes of each priority
- Key UNCRC article: article 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.
- Key Nurture Principle: Principle 2
The classroom offers a safe base

Education and Families Priorities

- Improvement in attainment, particularly literacy and numeracy

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people
- Improved outcomes for vulnerable groups

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)

- Details of consultation: Pupils/Parents/carers/staff/stakeholders
- Parent Council Discussion: AIP, Priorities and Vision and Values, ASN Forum Group, attainment
- Parent Survey: S3 Parents' Meeting -school communication and leadership, 'What Matters to Parents'
- Parent and Pupils Survey: Vision, Values and Ethos, Mobile Phone Policy, PEF
- Pupil Focus Groups: Learner Conversations, CLD/ Volunteering, Nurture Groups, breakfast club, William Grant spends. Sustainability Forum, UNCRC Silver, Participatory Budgeting
- Staff Surveys and tasks: Priorities, WTA, Calander, Vision and Values, Ethos, Priorities and School Leadership, SMT management of Covid Recovery
- Staff consultation: CLPL offer, Quality Assurance and HGIOs Toolkit, WGF, Behaviour Policy, Mobile Phones, Trust Fund spends, Wellbeing Tracker, BGE structure, Tracking and Monitoring policy, Attendance Policy, BGE gradient of learning, PEF Spends Priorities,
- Cluster Collaboration: Poverty Proofing Policy, CLPL offer, PEF spends, counselling spends, Lit/Num supports, transition.
- Partner Survey: Vision and Values, Ethos, Priorities and School Leadership, Wellbeing
- Cost of the School Day (Poverty Proofing Strategy)
- School Fund survey
- Various policy surveys and pupil feedback on school priorities
- School uniform
- Mobile phones
- Spending
- The school is in the process of reviewing the full curriculum and adapted its management structure to reflect this in August 2025. Members of SLT are engaging in NLC CIC

Priority 1: Long Term Outcome

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

Community

A **collective** approach to attendance and **wellbeing** will improve attendance and **engagement** of learners.

- By June 27 school attendance will increase to $\geq 90\%$ (from a three-year baseline average of 1.5 increase 2025 and NL stretch aim of 87.4% 2026).
- By May 27 improve numbers of pupils reporting they feel safe at school from 1 year baseline of 70% to $\geq 90\%$.
- By June 26 most learners in S1 & S2 will achieve at least one wider achievement awards
- By June 26 increase in engagement in extracurricular activities from 45%% to 49%

Person(s) Responsible
Who will be leading the improvement?

SLT, PT Curriculum, PT PS, all teachers
PT Pathways and PT DYW (Engagement)

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

NIF Priority: 1, 2, 3, 4, 5

NIF Driver: Parent/Carer Involvement & Engagement' and 'Performance Information'

NLC Priority: 1, 2, 3, 4, 5

QI:2.7 3.2

PEF Intervention: 5, 7, 8, 10, 12

UNCRC: 12, 28, 29

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 a priority? What data did you have to support this?

NIF drivers of 'Parent/Carer Involvement and Engagement' and 'Performance Information' and **Q1s 2.7 and 3.1** will underpin interventions and actions. Pupil Voice will consider **Theme 4 'Our Health and Wellbeing'**

We have identified that procedures and practices across the school need to be done **collectively** and consistently to help young people feel safe and valued participants in the life of the school. This has lent itself to changes in key policies and procedures for session 2025/26 to fulfil statutory duties more effectively.

Attendance this session continues to be below 88%, which was the target set in 23/24. Persistent nonattendance was an issue for the majority of learners for the last 3 years; however, overall attendance improved 1% in session 2025 to 86.65%. Having a target of an additional 1% by 2026 will coincide with NLC stretch aim of 87.4%.

Through some success with targeted groups (see PEF report) we have identified that working with all staff will help us better understand reasons for learners' non-attendance and improve outcomes. All staff this session will analyse of persistent non-attendance in their subject and classes to help reduce instances across the year and apply appropriate support. Our identified key Nurture Principle (no.2) will support this as will staff engagement with wellbeing tracker to plan and implement supports and measure impact.

Our wellbeing tracking showed a baseline for "Safe" was on average 6.45 out of 10. The majority felt safe in school, but 18 young people scored 4 or less. We have identified that a target is to increase the average to at least 7.5 will ensure that most learners feel safe and to enable us to plan more targeted intervention to support those who do not. We will focus on increasing opportunities for learners to be more involved in the life of the school, to record their success and to engage in pupil voice.

We have identified that to achieve this **collective** approach to school improvement staff need to feel a connectedness to the school. The school will work with the Educational Psychologist to identify and support two key wellbeing indicators.

Resources:

Management restructure:
 appointed acting DHT 1 to oversee engagement and wider achievement
 appointed acting PT Pathways
 appointed acting PT DYW (engagement)
 Power BI training for SLT
 New attendance procedures

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</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)
By June 26 school attendance will increase to $\geq 87.4\%$ (from a three-year baseline average of 85.84% and NL stretch aim of 87.4%)	<p>Learners will benefit from a partnership working which will identify target groups and provide appropriate interventions which will improve attendance and attainment.</p> <p>Adherence to NLC policy and SLT/PST attendance clinics.</p> <p>NLC school attendance policy that involves all staff</p> <p>All staff will track nonattendance subject/class instances of PN and departments will work with learners, parents and pupil support to identify causes and plan and implement interventions.</p>	<p>Monthly tracker and weekly attendance meetings (DHT's and PTPS)</p> <p>DHT/PT attendance clinics</p> <p>Monthly meetings HT</p> <p>Attendance Tracker, Wellbeing tracker, Demerit Data</p>

<p>By June 26 persistent nonattendance will decrease by $\geq 2\%$ (from a 5-year baseline average of 42.58%)</p> <p>By June 26 most of the identified 13 CE learners will be improve attendance so that the average is $\geq 86\%$,</p> <p>By June 26, 16 S1-S4 identified learners whose attendance is $\leq 85\%$ will improve by 3%.</p>	<p>Introduction of new attendance procedures with NLC flowchart and school policy considered.</p> <p>Introduction of merit and demerit system to reward achievement and track effort and behaviour (viewed by staff only)</p> <p>Consistent messages in daily bulletin regarding impact of non-attendance, communication with parents, assemblies. Weekly update on attendance with staff, pupils and parents.</p> <p>House group database analysis and RAG groups discussed at SLT attendance clinics.</p> <p>Regular checks on individual pupils Wellbeing tracker information analysed and groups targeted.</p> <p>PTPS to identify 4 pupils to improve attendance by 3 % on previous session</p> <p>Staff volunteers with an interest in Pupil Support. Groups of 3 pupils to be distributed to staff volunteers.</p> <p>The following underpin all departmental plans for 25/26 and will be considered in all operational and strategic matters.</p> <ul style="list-style-type: none"> • Key Core Value: Community We are all working together to improve outcomes of each priority • Key UNCRC article: article 3 (best interests of the child) 	<p>Monthly tracker and weekly attendance meetings (DHT's and PTPS) DMs and link meetings to discuss persistent non-attendance in subjects</p> <p>Monthly tracker Pupil Support meeting GIRFEC planning Virtual Schools spreadsheet monthly updates</p> <p>Twice yearly collection of date from PS calenda Interventions identified within school and with partners including CLD. Self-Referral Data</p> <p>Collection of pupil feedback at assemblies and during PSE x3</p>
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<p>By April 26 numbers of pupils reporting they feel SAFE will improve by 10% from a 1-year baseline of 65% to $\geq 85\%$.</p>	<p>The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <ul style="list-style-type: none"> • Key Nurture Principle: Principle 2 The classroom offers a safe base <p>A Moore will coordinate surveys for S1/S2 and provide baseline data.</p> <p>PT to arrange own sureveysS1-S6</p> <p>All staff will follow our updated school procedures: uniform, mobile phones, communication, positive behaviour and relationships, corridor and classroom management routines as well as adhering to rules on pupils leaving classes and taking phones/jackets to the toilets.</p> <p>All staff will included key messages of PSHE and assemblies into work of the department on a weekly basis.</p> <p>All staff will know the profile of their classes and seek pupils' views.</p> <p>A consistent approach to recording all incidents on SEEMIS with launch of new bullying policy will be rolled out to all staff. A baseline of 17 bullying incidents from last session will be monitored and new incidents reviewed regularly.</p> <p>The following will be used to support behaviour and wellbeing: Walk and Talk Mental Health Support WARM conversations</p>	<p>Wellbeing tracker baseline from 2024-2025 to be analysed with SAFE being highlighted as a key indicator across all departments.</p> <p>Link meetings Class visit. Corridor visits SLT Collection of pupil feedback at assemblies and during PSE x3</p> <p>QA calendar each Department</p> <p>Analyses of Semis data and review x3 PST SLT tracker each month</p>
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By June 26 almost all learners in S1 and S2 will achieve at least one wider achievement award.	FF Fridays tracked as well as individual after school activities.	
By June 25 learner engagement in extra-curricular activities will increase from >= 45% to >=55%	Awards: Internet Safety Award, Dynamic Youth Award, Young STEM Leaders Award, Crest Award, Youth Ambassador Award.	
Final Evaluation		

Priority 2: Long Term Outcome

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

Aspiration

A **collective** approach to **raising attainment and achievement** will ensure all learners achieve **their potential**.

(waiting for Insight on Wednesday 17th Sept)

By August 26 34% of S4 learners will achieve 5+ N5 awards from a base line of 32% in line with VC (add)

By August – add 1 @, 3 @, 5 @ for S5 H

By August – add @ L5 and L6

By August 26 improved attainment 32% of S6 learners will achieve 5+Hs from a baseline of 28% resulting in improved attainment for the middle 60%

By August 26 improved attainment for 18% S6 learners from the top 20% who will achieve 5+H from a baseline of 16%

By June 26 Almost all pupils in S3 will achieve L3+ Literacy (from a baseline of 90% in ACEL 2025) (add link to N4/N5 2027)

By June 26 30% of S4 leavers, 70% of S5 leavers, and 85% of S6 leavers will attain Level 5 Literacy and Numeracy (add what % this will be of an improvement or VC)

By August 28 x no of leavers will have x number of wider achievement Awards based on trend of xxx. OR same target each year group 2025.

Person(s) Responsible Who will be leading the improvement?	Lesley Heffernan, PT Group/ PT DYW /FH Eng/PT Maths/ SDS/PST, all teachers
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(Please insert the relevant information below using the codes above)

NIF Priority: 1, 2, 3, 4, 5	NIF Driver: Curriculum a& Assessment' 'Performance Information'
NLC Priority: 1, 2, 3, 4, 5	QI: 2.2 3.2
PEF Intervention: 2,3,6,7,9,10	UNCRC: 2,3,6, 28, 29

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 a priority? What data did you have to support this?

NIF drivers of 'Curriculum & Assessment' and 'Performance Information' and **Q1s 3.2 and 2.2** will underpin interventions and actions. Learners will consider **Theme 5** 'Our Successes and Achievements'

In Bellshill Academy we are committed to raising attainment and achievement and ensuring that all young people are equipped with the knowledge, skills, and qualifications to achieve their aspirations and succeed in sustained, positive destinations. High quality data, consistent use of tracking and an increase in staff confidence in gathering and interrogating data are key to raising attainment.

A **collective** approach to raising attainment has been supported by the implementation of a cause for concern spreadsheet in the senior phase that will help to identify concerns including underachievement early, as well as monitor progress and interventions at all levels.

A curriculum review will increase the range of SCQF accredited courses across Levels 5–7 which will improve breadth of choice, depth of learning, and ensure progression pathways are available for all learners.

Literacy and numeracy are essential skills for learning, life, and work. We will identify young people at risk of leaving school without achieving Level 4/5 Literacy and Numeracy. This will allow timely targeted interventions to be put in place to raise attainment in these fundamental areas. The target is to achieve **30% of S4 leavers, 70% of S5 leavers, and 85% of S6 leavers** attaining Level 5 Literacy and Numeracy, ensuring improved life chances and sustained positive destinations.

Through results analysis, we have identified that there is a disparity between pupil attainment at N5 and the conversion rate into Higher results. We have also identified that learners in the Highest 20% and middle 60% are not performing as well as our VC. A renewed focus will be placed on these learners. Early identification and targeted interventions will allow these learners to be supported to help raise attainment and achievement and improve life chances.

Results analysis has identified that the numbers of S4 pupils achieving 5+ L3/L4 qualifications is declining. Our 'Strive for Five' initiative will aim to ensure that all S4 pupils will have an opportunity to achieve a minimum of 5 National Qualification and/or awards.

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.**
Recruitment of a PEF funded primary teacher to support literacy and numeracy

Management restructure:
 appointed acting DHT 1 to oversee engagement and wider achievement
 appointed acting PT Pathways to support pupils at risk of leaving without qualifications
 appointed acting PT DYW (engagement)
 Power BI training for SLT
 New management procedures
 Engagement in CIC and broadening the curriculum offer
 CfE Machine

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</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>By May 2026, the majority of Senior Phase learners will have opportunities to complete %/No alternative/additional qualifications and will have access to broader subject choices across the majority of curricular areas through the development of a curriculum.</p> <p>Curriculum offers to be confirmed/added. Specific depts and number of young people,</p>	<p>Through the development of a curriculum that meets learners needs and aspirations, promotes equity and raises attainment and achievement we will ensure all young people achieve their potential and the best possible outcomes by raising attainment and achievement and demonstrating sustained improvement against our comparators and whole school measures by August 2025.</p> <p>A working group will be formed with a focus on reviewing the curriculum and planning for curricular changes. A structured senior phase curriculum review will be conducted, consulting with staff, learners, parents and partners. Our current senior phase offer will be mapped against pupil needs and national guidance. Increase the number of SCQF accredited courses on offer including awards and NPAs.</p> <p>More robust conversations, taking into consideration pupil attainment data, take place at option choice meetings ensuring all pupils are guided towards appropriate and ambitious progression pathways</p>	<p>Looking inwards and outwards to form a proposal for consultation. Timelines, plans, consultation results, evaluation activities, curricular/learner pathways, revised option forms.</p> <p>Check and monitor option choices to ensure learner pathways are appropriate. Pupils to complete learner journey. More suitable learner pathways are implemented through the options process, ensuring equity. Learner</p>

	<p>Audit of existing departmental course offers. Departments to identify alternative/additional SCQF accredited courses that can be delivered. Also 'bundling' of courses to provide young people with further opportunities to obtain qualifications and strengthen progression routes.</p>	<p>feedback confirms opportunities for personalisation and choice have been provided and that the curriculum provides progression, challenge, enjoyment and is relevant.</p> <p>Curricular/learner pathways demonstrating an increase in the number and range of courses offered at SCQF level 6 and level 7. Course uptake, pupil progress, attainment data, pupil/parent/staff feedback.</p>
<p>Most S4 pupils will achieve 5+ National Qualifications and/or wider achievement qualifications by August 2026 (add what this improvement will be – could this come from the gradient of learning?)</p>	<p>Early identification of pupils who are at risk of not achieving 5 qualifications (both attenders and non-attenders).</p> <p>'Strive for Five' initiative will aim to ensure that all S4 pupils will have an opportunity to achieve a minimum of 5 National Qualification and/or awards.</p> <p>All staff will be made aware of the young people who are part of these target groups and the qualifications they are aiming to achieve.</p> <p>Provide a more streamlined curriculum for disengaged learners that will meet their needs, promote engagement and raise attainment.</p> <p>Provide opportunities for mentoring and parental engagement to encourage good attendance, motivation, organisation and resilience.</p>	<p>Progress data shows a measurable improvement in target groups.</p> <p>Cause for Concern spreadsheet identifies pupils who are underachieving, interventions employed and the impact of interventions.</p> <p>Staff are regularly tracking pupil progress and subject tracking data is used to demonstrate progress. Pupil progress reviewed at tracking analysis/attainment meetings.</p> <p>Attendance figures show improvement, pupil engagement has increased, and pupil/parent feedback is positive.</p> <p>Pupils and parents are engaged. Pupil/parent/staff feedback reports improvements in motivation, organisation and resilience.</p>
<p>By August 2026:</p> <p>34% of S4 learners will achieve 5+ N5 awards from a base line of 32%</p>	<p>The Bellshill Academy Raising Attainment strategy will be developed and implemented by the 3.2 working group following a consultation with pupils, staff and parents.</p> <p>Regular SLT/PT tracking analysis/attainment review meetings after each tracking period to identify and</p>	<p>The Raising Attainment strategy is on display in all classrooms and is referred to in daily teaching practices. Pupils and staff are able to talk confidently about the strategy. Consultation results, evaluation activities and raising attainment strategy posters. Minutes and action</p>

<p>resulting in improved attainment for the top 20% and middle 60%</p> <p>The number of pupils converting 5+ N5 awards to 5 higher awards will increase to at least 16</p> <p>18% of S6 learners will achieve 5+Hs from a baseline of 16% resulting in improved attainment for the top 20%</p> <p>32% of S6 learners will achieve 5+Hs from a baseline of 28% resulting in improved attainment for the middle 60%</p>	<p>discuss cohorts and individual pupils who are underachieving and who require further intervention.</p> <p>All staff will use tracking data effectively to set realistic but aspirational targets with PTs checking compliance and consistency across departments.</p> <p>Use of Cause for Concern spreadsheet will identify pupils who are underachieving, interventions employed and the impact of interventions.</p> <p>Mentoring/monitoring (M&M) groups created, tracking data used to inform mentoring conversations and parental communication, consistent and regular conversations with learners and early parental involvement to ensure learners are supported to achieve their targets.</p> <p>SQA Presentation Policy to be updated and implemented across the school to ensure all young people are given opportunities to achieve their full potential.</p> <p>Highest attaining 20% and middle 60% are identified and shared with staff as well as target groups.</p> <p>Learning agreement to be signed by all senior phase pupils.</p>	<p>points from working group meetings show coordinated planning.</p> <p>SLT/PT tracking analysis and minutes of meeting showing discussion points and action points.</p> <p>Monitor conversion rates at each tracking point in the session.</p> <p>Target sheets completed regularly. Learner feedback indicates they are aware of the level they are working at and next steps in their learning.</p> <p>Spot checks carried out by SLT on subject specific target sheets.</p> <p>Pupils causing concern are identified early, interventions and their impact are recorded and parents contacted promptly.</p> <p>Tracking data demonstrates early identification of pupils causing concern and interventions are impacting positively. Staff feedback gathered on the effectiveness of the Cause for Concern spreadsheet indicates improvements to the way tracking interventions and their impact are recorded. Improved pupil outcomes and shared intervention logs evidence targeted support.</p> <p>Tracking data and QA evidence show improved consistency and effectiveness of interventions at all levels across the school.</p> <p>Mentoring programmes are in place. Mentor records evidence regular mentor conversations with targeted pupils. Parental involvement is evident from the early stages of mentoring interventions. Learner and Parent feedback</p>
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		<p>indicates improved support and a clearer understanding of progress and next steps. Tracking data shows improved attainment for the targeted cohort.</p> <p>Presentation figures - numbers of pupils being given an opportunity to sit National Qualifications will improve.</p> <p>Track progress of learners using monitoring and tracking, profiles, pupil surveys and pastoral notes to assess progress.</p> <p>Insight data used to identify progress and regular attainment meetings to review data on the middle 60% and highest 20% cohorts and adjust interventions as required.</p> <p>Signed learning agreements demonstrate pupils understand and agree to the conditions of returning to school including their responsibility to ensure they achieve their potential.</p>
<p>By December 2025, young people at risk of leaving school without level 4/5 literacy and numeracy will be identified and supported.</p> <p>30% of S4 leavers, 70% of S5 leavers, and 85% of S6 leavers will attain Level 5 Literacy and Numeracy based on baselines of X for S4 leavers, x for S5 leavers and x for S6 leavers TBC</p>	<p>By December 2025, young people at risk of leaving school without level 4/5 literacy and numeracy will be identified and supported. PT English, PT Maths and PT Pathways to identify pupils at risk and implement targeted interventions.</p> <p>Co-ordinated pastoral and mentoring support, including parental engagement to support, engage, motivate and monitor learners.</p>	<p>Spreadsheet used to identify pupils at risk of leaving school without level 4/5 literacy and numeracy created and updated regularly.</p> <p>Interventions are identified and recorded for individual learners, including impact.</p> <p>Monitoring and tracking data and assessment evidence demonstrates that increased numbers of targeted learners have achieved level 4/5 literacy and numeracy with a particular focus on leavers in S4. S5 and S6 achieving level 5.</p> <p>Record of mentoring meetings and parental engagement activities. Learner/Parent feedback.</p>
<p>By June 2026: Almost all pupils in S3 will achieve L3+ Literacy (from a baseline of 90% in ACEL 2025)</p>	<p>Assessment and moderation across cluster</p> <p>Developing consistent approaches to Teacher Judgement</p>	<p>Sharing practice across the school</p> <p>Looking outwards and working collegiately with other NLC schools to review BGE TJs</p>

<p>Almost all pupils In S3 will achieve L3+ Numeracy (from a baseline of 89% in ACEL 2025)</p> <p>Most pupils in S2 will achieve L3+ Literacy and L3+ Numeracy (from a baseline of 85%, BGE Potential Pathways – VC Insight data 2024)</p> <p>Less than half of pupils in S1 will achieve L3+ Literacy and L3+ Numeracy (from a baseline of 41%, BGE Potential Pathways – VC Insight data 2024)</p>	<p>CLPL</p> <p>Target groups identified for additional support with PEF funded transitions teacher and Principal Teacher</p> <p>Support for Learning & Inclusion</p>	<p>In-house and NLC CLPL</p> <p>Measuring progress in learning, pupil focus group, pupil surveys.</p>
<p>All learners across each year groups will have opportunities to gain wider achievement awards by June 2026 (add in numbers)</p> <p>By June 2026 young people will achieve the following Wider Achievement Awards: (add data that shows why we picked these numbers)</p>	<p>Young people whose attendance is impacting their progress and attainment will be supported to achieve NQs and awards.</p> <p>Co-ordinated Pastoral and Mentoring support, including parental engagement to support, engage, motivate and monitor learners.</p> <p>Implementation of Internal Pathways Support Group.</p> <p>Supporting and reviewing pupils with part time timetable arrangements Establishing mentoring support groups from S1 – S6</p> <p>CLPL opportunities for staff around establishing wider achievement awards within their departments</p> <p>Support work of the Brilliant Club</p>	<p>Tracking Data (Teams Spreadsheet)</p> <p>Pathways Tracking Data (Teams Spreadsheet)</p> <p>Attendance Figures</p> <p>SQA Exam Results</p> <p>INSIGHT Data/ SQA Data</p> <p>Options Form for 26/27</p> <p>Sports Leaders (S3 - S5): 15 at level 4 25 at level 5 5 at level 6</p> <p>SQA Volunteering Award: 25 at level 5 10 at level 6</p> <p>YA Award (Bronze) (S3): 45</p> <p>SFA Refereeing (L6) - seniors only 10</p> <p>Brilliant Club: 14</p>
<p>Final evaluation</p>		

What do you hope to achieve? What is going to change? For whom? By how much? By When?		A collective approach to learning will ensure that learners are active participants who understand their progress and what they need to do to improve .
Person(s) Responsible Who will be leading the improvement?	Paul Lindsay PT Science, PT Group, PT SfLI, PT PE, Educational Psychologist, Pupil Voice	
(Please insert the relevant information below using the codes above)		
NIF Priority: 1, 2, 3, 4, 5	NIF Driver: 'school leadership' 'teacher and practitioner professionalism'	
NLC Priority: 12, 13, 28, 29	QI: 2.1 2.3	
PEF Intervention: 1,4,7,8	Developing in Faith/UNCRC: 2,3,6,13 28, 29	
Nurture Principle:		
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.		
<p>RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?</p> <p>NIF drivers of 'school leadership' and 'teacher and practitioner professionalism' and QIs 2.1 and 2.3 will underpin interventions and actions. Pupil Voice will consider Theme 2 'Our Learning and Teaching' and Theme 1 'Our Relationships'</p> <p>Improvement priorities for 2025-2026 build on the progress made during 2024-2025 and respond directly to feedback from the QI 2.3 validation visit by NLC, stakeholder surveys and self-evaluation. While there has been measurable improvement (Include what this is), baseline data highlights key aspects that require further development to ensure a collective approach for consistency and impact across the school. Baseline data was gathered across all year groups (S1 – S6) and the percentages below are overall figures based on learner experience across all year groups. Individual year group data is also available to track trends per year group.</p> <p>To highlight that we are collectively leaders of learning; this session, we have developed a comprehensive CLPL programme for staff based on feedback and paid for a learning coach to help staff focus on learner engagement through questioning techniques and feedback.</p> <p>Learning and Engagement</p> <ul style="list-style-type: none"> Baseline data indicates that 68% of learners are happy 'some of the time' from enjoying their learning in Bellshill Academy. A further 14% of learners are happy 'all of the time' from enjoying their learning in Bellshill Academy. A total of 82% of learners. Baseline data indicates that 40% of learners are 'some of the time' encouraged by staff to do the best they can. A further 39% of learners are 'all of the time' encouraged by staff to do the best they can. A total of 79% of learners. <p>Effective use of assessment</p>		

- Baseline data of 32% from learners indicate that it is 'not very often' that staff talk to learners regularly about how to improve learning.
- Baseline data indicates that 43% of learners agree that 'some of the time' feedback they receive on their work helps them to improve their learning. A further 33% of learners agree 'all of the time' feedback they receive on their work helps them to improve their learning. A total of 76% of learners.

Planning, Tracking and Monitoring

- Baseline data of 21% from learners indicate that it is 'not very often' that staff help learners to understand how they are progressing in their school work.

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.**

CPD budget: Twilight sessions, courses, inset training, guest speakers.

School budget: posters, displays, additional staffing

PEF budget: STEM/Sustainability, PEF Primary Teacher, Learning Coach with reading resources and website

EXPECTED IMPACT (SHORT TERM TARGETS) What will be the benefit for learners (be specific)?	INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW? What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	HOW WILL YOU TRACK PROGRESS? MEASURES What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)
Learning and Engagement By June 2026: <ul style="list-style-type: none"> • Almost all learners will report that their learning is enjoyable, building on prior knowledge and allows them to lead aspects of their learning. (from a baseline of 82% in learner survey). • Almost all learners will share that they are encouraged by staff to do the best they can in their learning. (from a baseline of 79% in learner survey). 	<p>Departmental Meetings will have standing agenda items to allow for learning and attainment conversations CLPL input from Bruce Robertson including online resources. All staff will take part in a Practitioner Enquiry and showcase to encourage collaboration and sharing of practice on pedagogy.</p> <p>Observation timetable rigorously followed with time allocated for staff for follow up discussion / reflection. This will involve SLT / PT and staff to ensure a collaborative approach.</p>	<p>Minutes that illustrate the sharing of practice from staff that can be used across the wider school. Self-evaluation surveys. Lesson observations. Staff completing enquiries and sharing practice at event SLT observing feedback from PTs to unpromoted staff. Learners complete a round of observations and share feedback.</p>

<p>Effective use of assessment</p> <p>By March 2026:</p> <ul style="list-style-type: none"> • Most learners are able to share that staff talk with them regularly about how to improve their learning. (from a baseline of 32% in learner survey). • Almost all learners are able to articulate how feedback received from staff is able to help them in their learning. (from a baseline of 76% in learner survey). <p>Planning, Tracking and Monitoring</p> <p>By May 2026:</p> <ul style="list-style-type: none"> • Majority of learners will be able to articulate and discuss their progression in learning. (from a baseline of 21% in learner survey). 	<p>Training for Learning Ambassadors via the Young Leaders of Learning programme to support the inclusion of learners in the observation process.</p> <p>Reflect on learner conversations that are structured on HGIOS 4 learner questions and embed the principles of our Bellshill Learning Climate.</p> <p>Involvement of learners at wider school events such as staff meetings. This is aimed at developing leaders of learning and to empower young people to be involved in their learning. Extended leadership team will work collaboratively with unpromoted staff to promote the principles of our Bellshill Learning Climate.</p> <p>Improve staff and learner confidence in knowing their levels.</p> <p>Strengthen moderation cycle with the cluster and ensure effective CLPL is provided to ensure a consistent approach to reporting levels.</p> <p>Share examples of good practice across departments.</p>	<p>All departments carry out learner conversations and use shared resources.</p> <p>Learners' attendance at events and staff meetings. Learner surveys to measure impact.</p> <p>Staff surveys. Lesson observations. Learning and Engagement group providing support to wider school staff.</p> <p>Triangulate information to ensure consistency in reporting of levels. CLPL attendance and feedback from events.</p> <p>Staff meetings, newsletters an inset days.</p>
<p>Final Evaluation:</p>		

PEF ALLOCATION: £102,900

Still at consultation

**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.

Link to Improvement Plan	Detailed Costings To be added – in PEF Proforma Return	Priority/Description	Intended Outcome/Impact Data will be added once target groups are identified.	
Priority 1,2,3		Additional Staffing March 2025- June 2026	Numeracy Literacy Wellbeing Widening Participation	
Priorities 1,2		HSPO March 2025- June 2025	Nurture Wellbeing Widening Participation	
Priorities 1,3		Skills for Work Courses March 2025 –June 2026	Attendance Attainment Wellbeing Widening Participation Post School Destinations	
Priority 3		School based Training June 2025 –March 2026 NLC Training	Learning and Teaching Attendance Attainment Literacy Numeracy	
		Participatory Budgeting March 2025-June 2025	Makaton Wellbeing/mental Health To be Agreed	

		Aug 2025 –March 2026																						
<p>Notes: Still out to consultation.</p> <table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>Comments:</p> <p>Suggestions for next session:</p> <p>https://blogs.glowscotland.org.uk/nl/bellshillacademy/pupil-equity-funding/</p>																								