

Driving Equity and Excellence

Berryhill Primary School & Nursery Class

Improvement Report

Session 2025-26

School:	Berryhill Primary School & Nursery Class
Cluster:	Clyde Valley High
Head Teacher:	Carrie Nicol

<u>AIR Submission Date</u>	<u>Submission Focus Area</u>	<u>Progress towards improvement priorities</u>
10 th October 2025	QIs 3.1	Please update your progress towards your priorities (and include nursery progress, if appropriate)
5 th December 2025	QI 1.3 and 3.2 & PEF Update	Please update your progress towards your priorities (and include nursery progress, if appropriate)
20 th March 2026	QI 2.3	Please update your progress towards your priorities (and include nursery progress, if appropriate)
12 th June 2026	Full submission: All QIs & PEF Update	Please update your progress towards your priorities (and include nursery progress, if appropriate)
Submissions should be emailed to QISSIP-SIR@northlan.gov.uk and the link EFM. A Microsoft Form will also be completed with the final submission in June 2026, with a link sent nearer the time.		

Section 1: Establishment Details

Establishment Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues). Please include details of any early years provision, if appropriate.

Please write the report in the third person and remember this is a public-facing document (therefore no pupils, parents or staff should be easily identified).

Berryhill Primary School & Nursery Class is situated in the Craigneuk area of Wishaw; the current role is 253 including a total of 40 children in the Nursery Class. It serves the catchment area of Craigneuk and Wishawhill in the town of Wishaw. Our catchment area is a low-resourced community, characterised by significant social and economic challenges, including high levels of unemployment. These contextual factors inform our inclusive and targeted approaches to support children and families, ensuring equitable access to learning and wellbeing opportunities.

School Demographic:

Currently, 87% of our children live in Quintile 1, with almost all residing in SIMD 1. The school supports a diverse range of needs, with 67% of pupils identified as having Additional Support Needs, 12% with English as an Additional Language, and 8% who are Care Experienced. Additionally, 50% of pupils are eligible for Free Meal Entitlement and 52% qualify for Clothing Grant support, reflecting the socio-economic context of our community.

Nursery Demographic:

In our Nursery 75% of children live in Quintile 1, with almost all residing in SIMD 1, reflecting a high level of socio-economic need. Within the nursery class of 40 children, 23% have Additional Support Needs, 15% have English as an Additional Language, and 2% are Care Experienced. This demographic profile informs our inclusive approaches and targeted support strategies within the nursery class.

As part of our commitment to inclusive education, this session we now offer an Enhanced P1 Provision Class which has 9 children and is staffed by one full time Class Teacher, two full time LAs and one part time LA. The profile of ASN across the enhanced provision is diverse. We provide specialist support tailored to individual needs while aiming to offer our children access to mainstream education where appropriate. This enhanced provision in Berryhill is designed to foster a nurturing, supportive and inclusive environment, enabling all of our children to thrive academically, socially, and emotionally. Through collaboration with families, external agencies, and our dedicated staff, we aim to remove barriers to learning and promote equity across our school community.

The school team comprises of 15 teaching staff, including the Head Teacher, 1 Acting Depute Head Teacher for Equity (PEF), 1 Principal Teacher, 1 Acting Principal Teacher for Enhanced Provision, and 2 PEF-funded Teachers. The school is also supported by 2 full-time Learning Assistants. The nursery team consists of 1 Lead Early Learning Practitioner, 3 NLC 7 staff, and 2 NLC 4 staff, operating on a term-time basis. In June 2022, the Care Inspectorate awarded the nursery five 'Very Good' grades across key Quality Indicators, reflecting the high standard of care and learning provided.

VSE Summary:

At the time of the VSE, from the range of evidence gathered and observed, the establishment's self-evaluation is accurate and well evidenced, particularly in relation to its strong inclusive ethos, commitment to wellbeing and positive relationships, which are clearly impacting positively on children's experiences and engagement. The next phase of improvement should now focus on strengthening consistency in learning, teaching and assessment, alongside more robust tracking of progress and impact, to ensure that all children achieve the highest possible outcomes across learning and wellbeing.

The Head Teacher, supported effectively by the wider staff team, has established a clear focus on improving outcomes for children and is well placed to take forward the identified next steps. As a result, the school is in a strong position to continue its journey of continuous improvement and further strengthen outcomes for all learners.

In response to our unique community, we have created an inclusive environment that helps our children to feel safe, secure and nurtured. Our nurturing approaches are embedded in the policies and practices of the whole school. This has had a significant, positive impact on development, social interaction, attainment and achievement for a number of our most vulnerable children. Through these practices we ensure that all of our children are provided with learning experiences and

opportunities that recognise and celebrate their uniqueness, develop their full potential and allow them to fulfil their aspirations within and beyond the school and nursery.

Team Berryhill Vision, Values & Aims

*Children are helped to make the right choices in all aspects of learning & behaviour to enable them to become skilled learners and caring future citizens.

* Children and staff enjoy an excellent rapport where there is a high level of mutual trust and respect between all.

* Parents, carers and friends are always welcome and their concerns valued, we are a “family school”.

* Foundation skills of learning are assured, and children are given opportunities to achieve success, challenge and enjoyment in the full range of learning areas so as to develop their talents and gifts.

* All learning is enhanced by establishing effective partnerships with the school’s community.

* Children and staff are provided with a safe haven which nurtures, protects and promotes attainment & achievement.

* Children and staff are excited by learning and motivated to become lifelong learners, able to take full advantage of their next stage or pathway in their learning journey.

* Children are provided with rich and memorable learning experiences which will inspire them to learn, help them to uncover their talents and challenge them to strive for excellence.

MOTTO – We Care, We Share, We Dare

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions. **Please include % of current attendance and exclusion levels.**)

Attendance:

Our attendance has shown consistent improvement since session 2017/2018. The introduction of Pupil Equity Funding staffing has enabled a targeted focus on attendance, with the ADHT and each Principal Teacher addressing it within their own remit. These strategic interventions have contributed to a positive upward trend:

- **2017/2018:** 85.5%
- **2018/2019:** 87.6%
- **2019/2020:** 89.8%

Attendance figures for **2020/2021** were impacted by the COVID-19 pandemic and associated lockdowns. However, subsequent years have demonstrated a recovery and continued progress:

- **2021/2022:** 88.4%
- **2022/2023:** 85.9%
- **2023/2024:** 87.01%
- **2024/2025:** 89.4% — **exceeding our stretch aim of 87.5%**
- **2025/2026:** 89.5 — **currently exceeding our stretch aim of 88%**

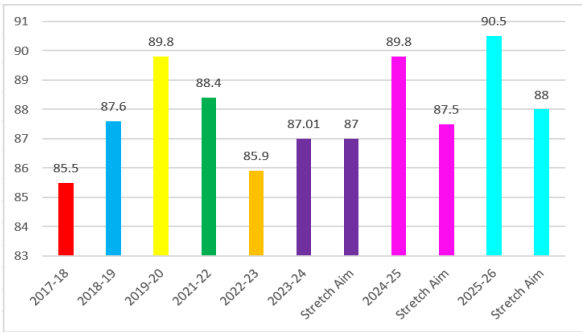
Currently, our attendance is averaging 89.5%, reflecting the sustained impact of our interventions and commitment to improvement. Although there have been positive improvements in recent years, attendance remains a concern. Currently, NLC's average attendance stands at 92.4%, which is 2.9% higher than Berryhill's.

Excluding the COVID-affected period, our average attendance has remained below 90%, falling short of both local authority and national benchmarks. We remain committed to collaborative efforts aimed at improving this trend. In response, we have strengthened our attendance procedures by developing more robust Attendance and Registration Process Maps, incorporating clearly defined stages of intervention aligned with North Lanarkshire Council policy.

Last session, we enhanced our Registration Process Map by incorporating specific steps aimed at reducing “To Be Confirmed” codes, which are directly linked to Unauthorised Absence figures. These improvements, combined with monthly compliance checks carried out by the Head Teacher to identify and resolve outstanding TBCs, proved highly effective. As a result, we were able to obtain absence reasons for almost all previously unauthorised absences, leading to a significant reduction in our unauthorised absence rate **from 6.6% in 2023/24 to just 1.0% in 2024/25**. At present, our unauthorised absence rate is 1.9%, which is 1.2% lower than the current overall NLC figure of 3.1%.

The interventions implemented and the improvement tools adopted as part of our Quality Improvement Programme with Education Scotland have continued to contribute significantly to the overall rise in whole-school attendance. Notably, almost all pupils within our targeted cohort demonstrated an improvement in their individual attendance, highlighting the effectiveness of the approach.

Our attendance strategies have proven to be proactive and inclusive in nature and have allowed us to embed attendance as a core element of health and wellbeing and attainment making it the responsibility of all, with our classroom practitioners having a key role. We aim to enhance and expand our impact on attendance by strengthening our current approaches and reflecting on what has worked well to promote a positive overall nursery and school culture of attendance and engagement. Stretch Aim for 2026-2027 – 88.5%



Attendance Over Time

Persistent Absence:

We recognise that persistent absence remains a key priority. While rates have reduced significantly from a peak of 51.3% in 2022 to 32.9% in 2024, there has been a slight increase to 36% in 2025, compared with an “All Primary” figure of 24.8%. This demonstrates that, although progress has been made over time, sustained improvement is still needed. We have a well-established cycle of reviewing and refining our approaches each year, discontinuing strategies that do not have sufficient impact and embedding those that lead to improvement. As a result of this evaluation-driven approach, we will continue to strengthen our provision with a clear target of reducing persistent absence at Berryhill to at least 30% in the next academic year, moving us closer to national benchmarks.

	2020	2021	2022	2023	2024	2025
All NLC Primary Schools	18.2	33	30	28.7	24.9	24.8
All Berryhill Primary School	36.6	50.5	51.3	45.8	32.9	36
All BPS - No.of Pupils	79	108	136	116	82	86
Current - BPS						33.3
All BPS - No.of Pupils						73

Exclusion:

Our well-established and embedded nurturing approaches, alongside high-quality learning and teaching experiences, have created an inclusive environment across both our school and nursery. As a result, we have maintained zero exclusions for the past 15 years. Our nurturing ethos underpins our approach to behaviour, relationships, and wellbeing. Proactive strategies are in place to meet individual needs and promote self-regulation. Over the last five sessions, staff have collaborated using The Circle Framework to ensure fully inclusive environments. This work has been further strengthened through our ongoing development of Attunement and SCERTS, in partnership with our Educational Psychologist. Crucially, our sustained record of zero exclusions reflects the success of our commitment to fostering a safe, respectful, and inclusive learning environment, where restorative approaches and early interventions are prioritised. This achievement highlights the effectiveness of our whole-community approach to inclusion.

We are working collaboratively to continuously review and refine our curriculum content and rationale, ensuring it reflects our core values and supports the development of the whole child. This ongoing process is central to our commitment to inclusive, high-quality learning experiences. We are confident that our reflective and evaluative approach has been a key driver of the improvements we have seen in recent years.

Details of consultation: Pupils/Parents/carers/staff/stakeholders.

Our vision is both ambitious and challenging, and staff are highly committed to driving improvement to enhance outcomes for our children and families. Strong and strategic leadership from the Head Teacher ensures that change is purposeful and leads to meaningful improvement. The Senior Leadership Team is responsive, visible, and accessible to all stakeholders, fostering a culture of collaboration and trust. The Head Teacher is well supported by one Acting Depute for Equity, one core Principal Teacher, and one Acting Principal Teacher, each of whom provides strong leadership within their respective areas of responsibility.

All staff actively contribute to initiatives aligned with our school and nursery improvement priorities. Each priority is supported by a clearly defined action plan and measurable outcomes, collaboratively developed and pursued by the team. Berryhill fosters a culture of collegiality, providing regular opportunities for staff to exchange constructive feedback, thereby ensuring collective involvement in the ongoing improvement of both the school and nursery. All staff have undertaken a range of CLPL activities designed to allow them to meet the needs of learners, deliver Curriculum for Excellence more effectively and develop as lifelong learners. As a result, pupils' learning experiences are becoming more consistent across the nursery and school and good practice continues to be developed and shared with colleagues.

All Staff across the school and nursery are involved in our ongoing audit of our current position and in the identification of priorities. We engage regularly in quality improvement and moderation activities and have devised agreed standards and expectations. We use a wide range of accurate data, intelligence and information to track and monitor progress of learners. This is used alongside a wider range of local and national advice and research to reflect and evaluate on new initiatives and changes ensuring that they are leading to improvement. All staff work together on Collaborative Action Research projects which are designed to improve attainment and achievement using research-based approaches.

We continue to foster strong partnerships with parents through regular communication and collaborative initiatives. Parents are actively consulted through surveys, forums, and in person events to inform our school and nursery improvement priorities. Feedback from parents has been instrumental in guiding our improvement planning and decision-making processes throughout the establishment. A newly established parental engagement group within our nursery class is providing a vehicle for parents to be more directly involved in nursery improvement priorities particularly in our outdoor environment and empowering families to contribute meaningfully to their children's early learning journey.

Parents involved in our newly introduced Enhanced Provision have already begun working closely with us, playing a key role in supporting and celebrating the early stages of our journey with children who have Additional Support Needs. We aim to embed the voices of parents in both the planning and delivery of our ASN support, working collaboratively to build inclusive pathways for their child. Encouragingly, we are already making positive progress toward this goal. We have begun to create a shared vision for ASN success through our newly developed parental partnerships and their involvement is helping to shape a nurturing and inclusive environment where each of their children can thrive.

Through our Pupil Parliament and other pupil voice groups, such as, Caring Crew, RRS, JRSO, Enterprise & DYW, we empower our learners to actively contribute to the continuous improvement priorities within the nursery and school. The impact of our pupil voice groups is evident in the increased confidence, engagement, and leadership shown by our children, as they contribute meaningfully to improvements within the school and our community. This year through pupil voice groups our children expressed an interest in being part of our 5 Question Learning Walks. In response to this we aim to introduce Mini 5Q Walks next session.

By working collaboratively with our community partners, such as, MFCCT, The Glencassells Community Project, local Churches, St Vincent De Paul, Wishaw Foodbank, The Tommy Gemmell Project etc. we are building a shared vision for school and nursery improvement that reflects local values, needs, and aspirations. These links have strengthened our provision within the school and nursery and deepened our connection with the wider community.

Section 2: What progress have you made in closing any poverty related attainment gap?

(Submission Dates: 5th December and 12th June 2026)

Equity Plan

Please write a brief summary (500 words max.) of your approach to ensuring equity and the progress you have made. The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?

There is no requirement to submit PEF/Equity Plans during session 2025-26; random sampling will continue throughout the academic session.

At mid-term review – please highlight any significant challenges to PEF plan and any significant underspends and discuss this with your EFM and/or a member of the SAC team.

October Update

(Consider planned intervention, impact and evidence)

N/A

December Update

(Consider planned intervention, impact and evidence)

Please see the update against AIP priorities. PEF funding has been allocated to enhanced staffing, strengthening both our universal offer and targeted support in line with improvement priorities. Evidence of impact is detailed under each priority.

March Update

(Consider planned intervention, impact and evidence)

End of Session Update (June 2026)

Consider overall impact of PEF plan and evidence.

Please see the update against AIP priorities. PEF funding has been allocated to enhanced staffing, strengthening both our universal offer and targeted support in line with improvement priorities. Evidence of impact is detailed under each priority.

Section 3: Summary of Impact of Annual Improvement Plan Priorities (Submission June 2026)

Priority 1 (Long Term Outcome):		
(Please insert the relevant information below)		
By June 2026, all learners will have benefited from improved pedagogical approaches in Literacy & Numeracy at Universal and Additional Level. This will result in improved attainment in assessments within Literacy & Numeracy core programmes and interventions. All cohorts will have made expected progress from previous tracking periods including an improvement in value added in P1 and in our EPP.		
NIF Priority: 3,5	NIF Driver:4,6	
NLC Priority: 1,2	QI: 1.2 2.2 2.3 3.2	
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u>		
RATIONALE: ACEL data, Early Years data, milestones for learners with complex needs data, data from Literacy and Numeracy Trackers and Teacher Professional Judgement highlight that a number of pupils across each stage in the school require support to achieve their particular outcomes for Reading, Writing, Talking and Listening and Numeracy & Mathematics evidenced as follows:		

P7 – Numeracy 58.1% currently on track to achieve second level, this will increase to 67.7% on track to achieve second level.

P4 – Numeracy 69.7% currently on track to achieve first level, this will increase to 78.8% on track to achieve first level.

P1, P4 & P7 combined Numeracy 63.9% currently on track to achieve this will increase to 73.3%. We will narrow our gap from 13.1% to 9.4% taking us within 3.7% of LA Q1 stretch aim and will narrow our gap from 27.3% to 17.9% between Berryhill and LA Q5.

P7 – Literacy: Talking & Listening 80.6% currently on track to achieve second level this will increase to 81.3% on track to achieve second level.

P7 – Literacy: Reading 54.8% currently on track to achieve second level this will increase to 67.7% on track to achieve second level.

P7 – Literacy: Writing 48.4% currently on track to achieve second level this will increase to 67.7% on track to achieve second level.

P7 – Literacy: Combined 61.3% currently on track to achieve second level this will increase to 72.2% on track to achieve second level.

P4 – Literacy: Talking & Listening 78.8% currently on track to achieve second level this will increase to 87.8% on track to achieve second level.

P4 – Literacy: Reading 72.7% currently on track to achieve second level this will increase to 75.7% on track to achieve second level.

P4 – Literacy: Writing 60.6% currently on track to achieve second level this will increase to 72.7% on track to achieve second level.

P4 – Literacy: Combined 70.7% currently on track to achieve second level this will increase to 78.7% on track to achieve second level.

P1, P4 & P7 combined Literacy 66% currently on track to achieve this will increase to 75.5%. We will surpass LA Q1 stretch aim moving from 3.4% below to 6.1% above. This will narrow our gap from 20.7% to 11.2% between Berryhill and LA Q5.

OUTCOMES:

EXPECTED IMPACT:

UNIVERSAL

By June 2026, all learners will benefit from tasks, activities, and resources that are effectively differentiated and guided by clear learning intentions and success criteria. Ongoing self-evaluation and targeted feedback will support appropriate pace, challenge, and progression, as evidenced through our Progression Framework Trackers. (revised)

By June 2026 all learners will have benefited from improved pedagogical approaches to the planning, teaching and assessment of writing and will be making progress through our Progressive Framework Trackers in early, first and second level writing.

By June 2026 all staff will engage in Collaborative Action Research related to their CIP focusing on the teaching, learning and assessment of an identified curricular area to raise attainment.

By June 2026 all staff will engage in their CIP focusing on teaching, learning and assessment in order to raise attainment of inconsistent and not on track learners.

TARGETTED

By June 2026 the attainment of selected learners, who have been identified as inconsistent in the benchmarks for literacy and numeracy, will show an improvement in their ACEL scores as a result of bespoke interventions.

By June 2026 4 P7, and 1 P4 pupils will have moved from inconsistent to on track at first/second level for reading.

By June 2026 6 P7, and 4 P4 pupils will have moved from inconsistent to on track at first/second level for writing.

By June 2026, 3 P7 and 3 P4 pupils will have moved from inconsistent to on track at first/second level for maths.

EPP

By June 2026 9 P1 learners will benefit from evidence based pedagogical approaches to ensure meaningful progression bespoke to each individual.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

June 2026 update

UNIVERSAL

Almost all teaching staff now consistently embed differentiated tasks, activities, and resourcing into daily practice, ensuring appropriate support, pace and challenge. Learning Intentions and Success Criteria are increasingly explicit and consistently referenced, supporting learners to understand the purpose of their learning. This improvement is evidenced through learning logs, learning visits, 5Q learning walks, learner conversations and PPI meeting analysis, where clear LI/SC and purposeful feedback practices are now routinely observed. Targeted support is now in place for all identified learners: All pupils recorded as “inconsistent” or “not on track” are receiving planned interventions and additional support through group or individual provision. Early data shows these pupils are making measurable progress within their Progression Framework Trackers. Learners who are “on track” are being systematically monitored to ensure appropriate challenge: Class teachers are using Ongoing Assessment & Tracking conversations to adjust pace and depth. Almost all CTs engaged with a CAR project linked to their CIP (inconsistent pupils). Research was used to improve teaching and learning approaches thus improving outcomes for target pupils. Teachers involved with CAR successfully presented their findings to Researchers from the TenCTS, Glasgow University during the February Inset Day. Results show that all targeted pupils made expected progress.

TARGETTED GROUPS:

Reading

Targeted interventions in P7 have shown impact, with almost all identified learners achieving second level and tracking data showing consistent improvement over time. In P4, early intervention has been highly effective, with the identified learner achieving first level.

Writing

Attainment in writing is strong overall. In P7, almost all identified learners have achieved second level, demonstrating improved stamina, structure and application of key skills. In P4, all remaining learners achieved first level.

Numeracy

In P7, interventions have shown impact, with two learners now on track. However, further targeted support is required for one learner where attainment remains uncertain and this has been communicated to the High School. In P4, all learners have achieved first level, reflecting strong teaching and effective support strategies

Across Literacy and Numeracy, targeted interventions and early support are leading to improved attainment and positive learner progress, with strong outcomes evident in most stages and clear next steps identified where further support is required.

ENHANCED PROVISION

Foundation Milestones

All learners working within Foundation Milestones are making strong progress. 100% achieved targets in Attention Skills and Cognitive Connections, with most (75%) achieving targets in Preference and Choice and the remaining learner demonstrating partial progress.

Pre-Early Level Milestones Progress at Pre-Early Level is very strong overall. All learners achieved Writing and Numeracy targets (100%), with 80% achieving Reading targets and the remainder making clear progress toward outcomes. Early Level One learner has progressed into Early Level, demonstrating excellent attainment and readiness for increased challenge. SCERTS Framework Progress across SCERTS is consistently strong. Social Partner (44%) and Language Partner (44%): very good progress across all learners, with increased communication, engagement and regulation. Conversational Partner (11%): good progress, with improved supported interaction. Engagement and Assessment Approaches Refined use of the Model of Engagement (monthly tracking) has improved the quality and relevance of assessment, supported by collaborative work with Educational Psychology. Ongoing SCERTS observational assessment provides reliable evidence of learner progress. Across all pathways, all learners are making very good to excellent progress, with high levels of target achievement, clear progression between levels, and measurable improvements in communication, engagement and interaction.	
Next Steps: (What are we going to do now?) • Deepen our use of the Berryhill Blueprint by ensuring all staff apply agreed high-quality LI, SC and feedback strategies with increasing consistency, supported through collaborative professional learning and focused observations. • Increase opportunities for moderation and professional dialogue so that staff develop a more robust, shared understanding of what high-quality learning looks like and sound likes, leading to greater consistency in making learning visible across the school. • Continue into next cycle of Assessment and Moderation with refinements made acting on analysis of data from this session. This will focus on improving practice in the Assessment section of the HQAs. • Begin to implement play pedagogy and enquiry based learning more consistently across the school to strengthen learning, teaching and assessment.	
Priority 2 (Long Term Outcome): (Please insert the relevant information below) By June 2026, all learners will have benefitted from improved inclusive pedagogical approaches and inclusive learning environments allowing us to continue to reduce dysregulated behaviours, increase engagement in learning and ensure that all learners have access to a curriculum which meets their needs and raises attainment.	
NIF Priority: 2,3,5	NIF Driver: 4,5
NLC Priority: 2,3	QI: 2.2 2.3 3.1
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u>	
RATIONALE: Our SDQ data over the last four years has shown a decrease in the percentage of children who are demonstrating a very high level of difficulty through the SDQ and other wellbeing assessments, as detailed in our Annual Improvement Reports. With a small percentage still displaying difficulties and our new enhanced provision starting, there is a need for strengthening of our universal inclusive practices across the school to support the wellbeing needs of all. TPJ and knowledge of our context also supports this. Analysis of this data shows that almost all of these children live in Q1.	
OUTCOMES:	
EXPECTED IMPACT:	

By June 2026 all pupils will benefit from inclusive practices which focus on physical & social environment and structures & routines allowing for more regulated behaviours, higher levels of engagement and learners making progress at their own level.	
By June 2026 all learners will work towards individual targets to improve their own social and emotional wellbeing allowing them to engage more fully in learning experiences resulting in an improvement in attainment	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)	
<u>June 2026 update</u>	
Learning walks, class visits and pupil observations evidence that CIRCLE strategies are being applied more consistently across stages, leading to improved regulation, smoother transitions and increased learner engagement in daily routines. Almost all Classroom environments now reflect clearer visual supports, predictable structures and enhanced accessibility, enabling learners to participate more independently and at their own level. Staff report greater confidence in adapting space and routines proactively, and data from learner engagement observations indicates a reduction in dysregulated behaviours and an increase in settled, on-task learning time. Significant progress has been made in embedding individualised wellbeing practice this session. The introduction of termly Wellbeing Days has ensured that <i>every learner</i> works collaboratively with their class teacher to identify and review personalised Berry Bear Targets linked to emotional regulation, relationships, resilience and readiness for learning. Evidence from learner conversations, tracking meetings and classroom observations shows that pupils are increasingly able to articulate their targets and discuss strategies that help them succeed. Teachers report improved emotional awareness and more consistent engagement from pupils who previously required additional support.	
Next Steps: (What are we going to do now?)	
• Conduct an audit of current programmes to maximise opportunities for partnership working with community and third sector organisations to enhance the breadth and relevance of learning experiences. • PEF DHT to continue to work as part of Cluster ASN group to develop a more consistent approach across all schools. • Introduction on Mini Circles to capture pupil voice and leadership.	
Priority 3 (Long Term Outcome):	
(Please insert the relevant information below)	
By June 2026, all learners will have benefitted from the creation of progression pathways which support the development and assessment of Metaskills. The rationale for the curriculum will reflect the school’s shared vision, supporting all children towards achieving their full potential and enabling them to develop the skills to embrace the knowledge they require for life, learning and work.	
NIF Priority: 2,3,5	NIF Driver: 4,5
NLC Priority: 3,5	QI: 2.2 2.3 3.1
<u>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</u>	
RATIONALE:	
Following a successful year 1 and 2 of implementation of our CCC refresh, we have now identified the need to effectively develop and assess progression of meta skills through our curriculum pathways. Following feedback from all stakeholders this was identified as essential skills for school, life, and their future.	
OUTCOMES:	
EXPECTED IMPACT:	
By June 2026, the school will have established the core structures needed for a coherent whole-school metaskills approach. The language of metaskills and early teaching practices will become visible across the school, providing a strong foundation for	

developing progression pathways and staff CLPL next session. This will support all learners to develop and be assessed in key metaskills, aligned with a curriculum rationale that reflects our shared vision for life, learning and work.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

June 2026 Update

During this session, the school has established the foundational structures required to develop a coherent whole-school metaskills approach. Senior Leadership Team has ensured that the language of metaskills, progression expectations, and early teaching approaches are becoming increasingly visible across the school community. While progress has been influenced by staffing challenges, the groundwork laid this year provides a strong platform for the full development of progression pathways and staff CLPL in the next phase of implementation.

All learners now engage weekly in Skill Builder Assemblies, designed and led by SLT, which introduce, model, and explore specific metaskills. These sessions have ensured that all pupils, across all stages, have regular exposure to metaskill language and early development activities. This year's focus has been on introducing and familiarising learners with the skills, with structured activities planned for later in the session.

Next Steps: (What are we going to do now?)

- We plan to begin to implement play pedagogy and enquiry based learning more consistently across the school to strengthen skills-based learning.
- Track skills development in wider achievements more effectively.

Priority 4 NURSERY (Long Term Outcome):

(Please insert the relevant information below)

By June 2026, all staff will have increased their knowledge, understanding and confidence from their baseline in supporting children with additional support needs by undertaking relevant CLPL.

By June 2026, those children identified as requiring additional Support with Speech, Language and Communication and Numeracy & Mathematics will progress towards their own specified targets within their learning frameworks.

NIF Priority: 1,2,5

NIF Driver: 1,2,5

NLC Priority: 1,2,5

QI: 2.4 2.5 2.6 2.7
Quality Framework: 1.4 1.5

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

RATIONALE:

Current Speech and Language data highlights that 50% of children living in a low resourced community begin nursery with delayed language development. This is reflected in our observations of a number of learners within our nursery setting. Literacy Tracking has highlighted that 26.7% of learners are not on track for Talking and Listening outcomes appropriate to their age and stage. Numeracy Tracking has highlighted that 13.3% of learners are not on track for Numeracy outcomes appropriate to their age and stage.

Through our self-evaluation process, all staff have highlighted that they would benefit from enhancing their knowledge of how best to support children with Additional Support Needs particularly through dysregulated behaviour within the nursery setting.

OUTCOMES:

EXPECTED IMPACT:

By June 2026, all staff will have increased their knowledge, understanding and confidence from their baseline in supporting children with additional support needs by undertaking relevant CLPL.

By June 2026, 8 learners identified as requiring additional Support with Speech, Language and Communication will make improvements in their speech and language outcomes.

By June 2026, 4 learners identified as requiring additional support with numeracy will make improvements in their outcomes in the early level framework tracker.

Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

June 2026 Update

KW attended Hope for Autism training in September 2025. All learning from training was shared with the nursery team. Staff continue to adapt practice to ensure nursery environment is meeting the needs of all learners. KW has completed the VERP programme. This is providing the KW the opportunity to adapt and refine their practice to ensure learner's needs are continually being met.

8 learners who were identified as requiring additional support with Speech, Language & Communication are receiving targeted intervention through the Languageland programme. All pupils have made progress towards their individual targets. In Numeracy, 4 learners were initially identified however an additional 4 learners who have been new additions to the setting have also been targeted for additional support. The SEAL programme is being used to support learners. Almost all learners are making progress in outcomes. 1 pupil's progress has been impacted by attendance. 1 pupil has moved from not on track to inconsistent and another pupil has moved from inconsistent to on track in the early level framework tracker.

Lead Practitioner focussed on SEAL group for CAR project, almost all learners made expected progress.

Next Steps: (What are we going to do now?)

- Ensure our Universal offer continues to be robustly tracked to ensure appropriate progress for all learners in Listening & Talking and Maths.
- Offer targeted support to learners who are in their pre-school year and currently inconsistent in Listening & Talking and Maths.

Section 4: Key strengths/successes linked to Quality Indicators

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) **If your establishment has a nursery, please also include nursery key strengths/successes within each QI.**
Please refer to submission information on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in attainment, particularly in literacy and numeracy.		
NIF Driver: School and ELC Leadership Teacher Professionalism Curriculum and Assessment		
UNCRC: 28 29		
RECR (if appropriate):		
Linked SIP/PEF Priority (if applicable): 1		
How well are you doing? What's working well for your learners?		
Theme 1: Developing a Shared Vision, Values and Aims Our vision is well established and continuously reflected upon by all stakeholders. Processes are in place to ensure everyone has a voice in shaping and sustaining our vision, values and aims. (School & ELC Leadership)		

- Regular PRD discussions and coaching conversations show staff commitment to CLPL, with targets aligned to GTCS or SSSC standards. Self-evaluation frameworks are used effectively to share good practice and support professional growth. **(School & ELC Leadership)**

Theme 2: Strategic Planning for Continuous Improvement

- Staff engage meaningfully with evidence and data, using it as a catalyst for improvement and to refine our vision. Data drives change and encourages innovative thinking when setting priorities. **(Performance Information)**
- Our robust self-evaluation calendar ensures continuous improvement informed by evidence. **(School & ELC Leadership)**

Theme 3: Implementing Improvement and Change

- The Headteacher and Depute Headteacher demonstrate highly effective, outward-facing leadership of change at a very good to excellent level. Through influential contributions to West Partnership and Strathclyde University programmes, and strong partnerships with the Centre for Teaching Excellence, they are shaping system-wide improvement in pedagogy and practitioner enquiry. This work is delivering measurable impact: staff professional learning is research-informed and collaborative, pedagogy is consistently strong, learner voice is embedded, and attainment and achievement are improving. The school provides a strong model of collaborative, evidence-informed improvement leading to positive outcomes for learners. **(School and ELC Leadership)**
- Almost all staff feel empowered to lead informed change, supported through CLPL and CAR projects. Now in Year 8 of our CAR cycle, professional dialogue shows increased confidence in using research to drive improvement. Initiatives like Caffeine & Collaboration groups further enhance engagement with current literature. **(School and ELC Leadership)**
- Senior leaders guide and manage change effectively, promoting innovation and practitioner enquiry. Collaborative work with stakeholders ensures equity and bespoke pathways for learners. Almost all children receiving enhanced universal support in Literacy and Numeracy are making expected progress. **(Performance Information)**

How do you know? What evidence do you have of positive impact on learners?

- Learning Visits, Professional Dialogue and Stakeholder Feedback demonstrate a shared and consistent understanding across the school community, strong pupil engagement with values-led behaviour, and a positive, inclusive ethos that underpins relationships, wellbeing and learning.
- Our CCC, PPI discussions, learner feedback and attainment data, show alignment to our shared vision, values and aims. Staff demonstrate strong understanding of the rationale for our curriculum, ensuring our learners experience a relevant, coherent and engaging curriculum that reflects their needs and context. This results in increased engagement, improved progression across stages, and more equitable outcomes for all learners.
- Evidence from PRDs, learning visits and professional dialogue shows a strong, shared commitment to professional learning and improvement. Staff are actively involved in self-evaluation and monitoring AIP priorities, ensuring strong alignment between CLPL, practice and school improvement which is resulting in more consistent learning experiences and a culture of collective responsibility.
- PPI meetings show that staff have a strong understanding of the community we serve. This local knowledge, informed by a range of data including work with the Tackling Poverty Team, shapes curriculum content and approaches. As a result, learning is better targeted, barriers are addressed early, and children are more effectively supported to engage, achieve and progress.
- Our carefully selected CLPL has a direct impact on classroom practice. Through our CAR approaches, Class Teachers monitor and refine changes in real time. Learning visits show that this is leading to more consistent, high-quality learning experiences, increased engagement, and improved outcomes for learners.
- Learning Visits, Assessment & Moderation (school and cluster), Planning, Progress & Impact Meetings, Learner Conversations and CAR projects provide evidence of effective collaborative working which is leading to increased understanding of the targets and improvements in ACEL data.
- Through robust monitoring and tracking of attainment and ongoing self-evaluation in partnership with Class Teachers, learners experience improved attainment, increased engagement, and greater consistency in the quality of learning experiences across the school.
- Appropriate CLPL has increased staff confidence in delivering quality learning and teaching at the Universal level.

What are you going to do now? What are your improvement priorities in this area?

- Review planners created last session for relevant curricular area to ensure progression of skills in each stage.

- Continue to focus on features of highly effective practice. Recent quality assurance activities have highlighted a need to focus on quality feedback.
- Extend opportunities for practitioner leadership further, so improvement is sustainable and not dependent on roles. We will continue our partnership with CenTCS and capitalise on the learning from the University Research Group that our DHT will be part of.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in attainment, particularly in literacy and numeracy.			
NIF Driver: School and ELC Leadership Teacher Professionalism Curriculum and Assessment			
UNCRC: 28, 29			
RECR (if appropriate):			
Linked SIP/PEF Priority (if applicable): 1			
How well are you doing? What's working well for your learners?			
Theme 1 Learning and engagement: - Our school ethos & culture reflects a commitment to children's rights and positive relationships are at the heart of all that we do. We are a fully inclusive and nurturing establishment. (School & ELC Leadership) - Most learners are eager and active participants who are fully engaged, resilient and interact well during activities. Almost all activities are appropriately challenging, engaging and well matched to their needs allowing them to exercise choice. (Curriculum & Assessment) - Most learners take increasing responsibility for their learning; they understand the purpose of it and have opportunities to lead their learning through IDL and other responsive planning processes. (Curriculum & Assessment) - Almost all learners contribute effectively to the life of the school and the wider community, and they know their views are sought and acted upon. We have a very active Pupil Parliament who use Wee HGIOS as a framework for consultation and improvement. (School & ELC Leadership) Theme 2 Quality of teaching: - Across the school, as a result of participating in the IOS programme and in school professional learning and reading, we now demonstrate a more consistent and effective approach to making learning visible. The Berryhill Blueprint has provided a shared framework underpinned by our collective understanding of highly effective learning and teaching. This session's focus on Learning Intentions, Success Criteria and feedback has resulted in most lessons demonstrating explicit LI and co-constructed or shared SC that are understood by learners. (School & ELC Leadership) - Most teachers utilise a wide range of learning environments and a variety of learning and teaching approaches which are enriched and supported by effective use of resources. (Curriculum & Assessment) - Almost all teachers ensure that explanations and instructions are clear and they use questioning to regularly enable higher order thinking skills. Most teachers are utilising effective differentiation to ensure appropriate support and challenge. Our shared understanding and expectations documents and careful monitoring ensure that there is a consistent approach to this. (Curriculum & Assessment)			

- Almost all staff observe learners closely to inform appropriate, well-timed intervention and future learning and feedback is used to inform and support progress in all curricular areas. **(Curriculum & Assessment)**

Theme 3 Effective use of assessment:

- Most teachers use a variety of assessment approaches. Our evidence is valid and reliable and is used to report on the progress of learners. **(Performance Information)**
- Almost all teachers are confident in and use current educational research to inform improvement and initiate well informed change. **(School & ELC Improvement)**

Theme 4 Planning, tracking and monitoring:

- We have shared expectations for standards to be achieved and have robust arrangements in place for moderation within school and within the cluster. Assessment & Moderation is embedded across our cluster with us currently on our sixth cycle. This is resulting in almost all teachers being more confident and competent in their TPJ. **(Curriculum & Assessment)**
- Our planning and progress calendar and moderation activities ensure that we meet the needs of all learners at appropriate times throughout the session ensuring we act timeously to support or challenge where appropriate. **(School & ELC Improvement)**
- [We have clear information on the attainment across the school. We use our data to evaluate the effectiveness of interventions designed to improve outcomes for learners.](#) **(Performance Information)**

How do you know? What evidence do you have of positive impact on learners?

- We have sustained our strong commitment to children's rights following the achievement of our GOLD award in March last year. Accreditation feedback confirmed our whole-school ethos reflects the UNCRC, recognising us as ambassadors of excellent practice. We continue to embed rights across learning and relationships, and this ongoing work is helping us evaluate impact and identify next steps to further strengthen our rights-based culture.
- Nurturing approaches throughout the school/nursery are evident in every class. All Class Teachers utilise the CIRCLE framework to continuously self-evaluate our environments and quality interactions. This is made visible by the warm and positive relationships which are evident in all classes.
- Planning shows that all teachers offer personalisation and choice and consider this design principle when planning teaching and learning in IDL.
- Evidence from learning visits, learner conversations and sampling of children's work indicates that most children can now articulate what they are learning, how they will know they have been successful and their next steps. This demonstrates important strengths and a move towards consistently high-quality practice, in line with the expectations.
- Professional dialogue, learner conversations and learning visits demonstrate that collaborative work between staff on LIs and SC is evident in all classes and is part of daily practice. These self-evaluation activities also demonstrate that more effective differentiation is being used at the universal level to meet learning needs.
- Children are identified at the beginning of the year during PPI meetings and tracked throughout to ensure they are receiving appropriate interventions. Most children have made the desired progress.
- A range of formative and summative assessment is used daily in all classes including self and peer this effectively supports and informs TPJ.
- Trackers are well used to track success and identify any gaps in learning timeously, ensuring that appropriate support is provided to allow learners to progress.
- Almost all teachers engage in Collaborative Action Research projects to improve teaching and learning and impact positively on whole school improvement. Data collected from CAR projects shows that the majority of targeted learners have moved from inconsistent to on track in the focus area.
- Feedback from professional learning sessions, professional reading and self-evaluation activities demonstrate a positive impact on practice resulting in improved learning and teaching approaches in all classes.
- ADHT and Principal Teachers work alongside class teachers delivering interventions and communicate informally and formally to track and monitor progress. This ensures there is a consistent approach and ensures our learners can transfer their learning into class.

What are you going to do now? What are your improvement priorities in this area?

- Deepen our use of the Berryhill Blueprint by ensuring all staff apply agreed high-quality LI, SC and feedback strategies with increasing consistency, supported through collaborative professional learning and focussed observations.
- Increase opportunities for moderation and professional dialogue so that staff develop a more robust, shared understanding of what high-quality learning looks like and sound likes, leading to greater consistency in making learning visible across the school.
- Continue into next cycle of Assessment and Moderation with refinements made acting on analysis of data from this session. This will focus on improving practice in the Assessment section of the HQAs.
- We plan to embed play pedagogy and enquiry based learning more consistently across the school to strengthen play-based learning.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing		
NIF Driver: School and ELC Leadership Teacher and Practitioner Professionalism Curriculum & Assessment		
UNCRC: 12,24,28		
RECR (if appropriate):		
Linked SIP/PEF Priority (if applicable): 1,2,3		
How well are you doing? What's working well for your learners?		
Theme 1 Wellbeing: - All staff understand and use the GIRFEC principles, processes and wellbeing indicators. Continuous CLPL and evidence-based research have resulted in sound knowledge and understanding of how the GIRFEC principles impact on attachment led nurturing practice to support all children's health and wellbeing. (School & ELC Leadership) - Most practitioners are able to embed universal offers in classrooms and can use pathways available to ensure coverage and progression. Our curriculum provides flexible learning pathways which lead to raised attainment, improved outcomes and meets the needs and aspirations of all our learners. Children with additional support needs are supported within an inclusive environment that meets their developmental needs with sensitive, timely and proportionate interventions. (Curriculum & Assessment) - Almost all children who have GIRFMe plans are involved in each stage of the planning process and set their targets together with staff. All staff and children have a GIRFEC leader and collaborate at planned GIRFEC meetings to discuss identified children. (Curriculum & Assessment) - We have well developed and fully embedded nurturing approaches and quality learning and teaching experiences throughout the school and nursery. Our nurturing approach ensures all children are supported and challenged within their learning and development, through developmentally appropriate interventions delivered by practitioners who know them well. (Curriculum & Assessment) - Most practitioners have a sound understanding of child development which has resulted in an environment that successfully engages, challenges and supports children's emotional wellbeing. Almost all staff are skilled in addressing barriers to learning at class level or indeed selecting the appropriate intervention for support. Almost all staff now have a greater capacity to identify barriers, provide the appropriate support or request the appropriate support and then monitor and evaluate progress and impact. (School & ELC Improvement) - Almost all staff understand that behaviour is a communication and can create proactive and reactive plans to support children to understand and manage their emotions and develop resilience. Most staff are Solihull trained and use these principles when interacting with all stakeholders. (School & ELC Improvement) - Working in partnership with other professionals such as Speech & Language, Social Work, Health Visitors, Educational Psychologist, as well as cluster working has supported a whole community approach in delivering effective interventions through high quality relationship based practices. (School & ELC Improvement) - All staff work in partnership with families, adopting a joined up approach to meeting children's needs, as coordinated by the Senior Leadership Team. Each child has a key adult responsible for co-ordinating their support and providing check ins. (Parent/carer Involvement & Engagement)		

- All staff and partners are sensitive and responsive to their own and colleagues' wellbeing. Our staff team is built around strong nurturing relationships where everyone is respected and valued. Our Annual Overview shows protected time given to awareness raising sessions on NL Life, supports available for staff, Health and Safety at Work inputs etc. **(School & ELC Leadership)**
- PRDs yearly are focussed on the relevant standards and build capacity for improvement within all staff. **(Teacher & Practitioner Professionalism)**

Theme 2 Fulfilment of statutory duties:

- Regular staff meetings are held to keep staff abreast of all current legislation and updated guidance sent when appropriate. **(Teacher & Practitioner Professionalism)**
- The school and nursery engages, and complies with, statutory requirements and codes of practice. We have a child protection policy which is based on Scottish Government and local authority guidance and all staff, learners, parents and partners are aware of and adhere to child protection policies and procedures. CP training is delivered at the beginning of every year to all staff and PC and arrangements are in place to train staff who join the team during the year. This session further support was provided by our Child Protection Advisor to further enhance practice. **(Teacher & Practitioner Professionalism)**

Theme 3 Inclusion and Equality:

- All staff are aware of the wellbeing indicators, and the indicators are reflected on working walls and displays throughout the establishment promoting our ethos of inclusion. **(School & ELC Leadership)**
- We have achieved our GOLD RRSA and learning walks and learner conversations demonstrate that children can confidently speak about their rights. All classes have rights charters visible in the rooms. **(School & ELC Leadership)**
- HWB App is used to jointly plan for our children. **(Curriculum & Assessment)**
- Our Poverty Proofing Our School Policy is ensuring that we are always considering the cost of the school day and PEF has been utilised effectively to support wider achievement opportunities which will not impact financially on our parents. **(Parent/Carer Involvement & Engagement)**

How do you know? What evidence do you have of positive impact on learners?

- Professional dialogue with staff and daily observations have confirmed staff's ability to link their theory of GIRFEC into their daily practice with children and families. Almost all children on additional level are achieving their targets as set out in their GIRFMe Plans.
- All staff confidently share their worries or anxieties through various platforms and have knowledge of how their needs can be supported.
- Practitioner evaluations from whole school/nursery/individual CLPL have shown that all staff have increased their knowledge and understanding of attachment, nurture, attunement and mental health.
- Pupil learning conversations indicate that almost all children have a good understanding of the health and wellbeing indicators, and most can relate them to learning and development. Learner conversations demonstrate an increased ability to communicate emotions and feelings and to show empathy for others.
- Pupil surveys and feedback indicate that almost all children feel listened to and fully involved in decisions that affect them. All of our learners report that our Big Blether initiative allows for pupil voice to be heard on a planned basis. There is evidence of positive outcomes for children, including involvement in key decision-making processes, observed through pupil learning conversations.
- Learning conversations have demonstrated positive progress in resilience, problem solving, self-regulation, communication and many more social and emotional areas of development. There are less disputes happening in the yard as children are more competent in restoratively resolving issues and less children are being referred to the SLT for behaviour support.
- Identified children access targeted interventions across school, nursery and cluster settings, delivered through small-group and 1:1 support to help them understand and manage their emotions. As a result, learners show improved emotional regulation, increased engagement in learning, and greater readiness to participate positively in class.
- We offer additional interventions in Literacy and Numeracy & Mathematics (NaM) for pupils who are not yet on track with their learning. Almost all targeted learners are making measurable progress, and the methodologies from these programmes are being embedded into classroom practice by both class teachers and learning assistants. This ensures a high-quality universal offer for all learners.

- All staff engage in regular professional learning to stay informed about local, national, and international legislation and policies relating to children's rights, wellbeing, and inclusion. This commitment is clearly reflected in their day-to-day practice
- Self-evaluation data indicates that our approach to looking inwards, outwards, and forwards has led to innovative strategies that support children's wellbeing within both the curriculum and daily routines. This further highlights the value we place on children's rights and wellbeing as central to our ethos and practice.
- We have a child protection policy which is based on Scottish Government and local authority guidance and all staff, learners, parents and partners are aware of and adhere to child protection policies and procedures. CP training is delivered at the beginning of every year to all staff and PC and arrangements are in place to train staff who join the team during the year. This session further support was provided by our Child Protection Advisor to further enhance practice.
- Learning walks and learner conversations demonstrate that most children can confidently speak about their rights. All classes have rights charters visible in the rooms.
- Evidence from planning discussions and review meetings shows that this shared use of HWB App has strengthened communication and coordination between staff, resulting in more timely and responsive support for learners.
- Full participation in trips, events and wider achievement activities demonstrates that our Poverty Proofing agenda ensures that children can participate fully in all aspects of school life without financial barriers, leading to increased inclusion, engagement, and wider achievement opportunities for all learners.

What are you going to do now? What are your improvement priorities in this area?

- Conduct an audit of current programmes to maximise opportunities for partnership working with community and third sector organisations to enhance the breadth and relevance of learning experiences.
- PEF DHT to continue to work as part of Cluster ASN group to develop a more consistent approach across all schools.

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
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Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.

NIF Priority:

Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

School & ELC Leadership
Curriculum & Assessment
School & ELC Improvement
Performance Information

UNCRC: 28.29

RECR (if appropriate):

Linked SIP/PEF Priority (if applicable): 1,2,3,4

How well are you doing? What's working well for your learners?

Theme 1: Raising Attainment in Literacy and Numeracy

- Our AIP is clearly focussed on improvements in attainment in the core areas of Literacy & Numeracy. Targeted interventions are in place for children not achieving expected levels, supported by robust monitoring and tracking of data and TPJ to quickly identify and address gaps. *(School & ELC Leadership)*

- Universal approaches remain a key focus, ensuring high-quality learning and teaching that reduce the need for additional interventions. ACEL predictions, including those that were previously inconsistent, show some improvement in attainment from last session in both literacy and numeracy. **(Performance Information)**

Theme 2: Attainment Over Time

- Pre-COVID attainment showed steady improvement, followed by a dip in 2021 due to lockdown and blended learning. Recovery began in 2022, with progress across P1, P4, and P7 cohorts. In 2023, improvements dipped slightly. Session 2023–24 saw year-on-year gains in P1 (except NaM) and P7, while P4 showed a slight overall decrease but strong within-cohort progress. Combined numeracy fell slightly from 82.2% to 79.7%, though two of three cohorts made significant progress. 2024–2025 Outcomes - Literacy: Combined achievement across P1, P4, and P7 reached 80.5%, exceeding our stretch aim (76.5%) and outperforming the NLC Quintile 1 benchmark (68.9%). While below Quintile 5 (86.6%), this represents strong progress given that 90% of learners are in SIMD 1, reflecting the impact of targeted interventions and high-quality universal provision. In Numeracy: Combined achievement was 82.8%, slightly above our stretch aim (82%) and well above the Quintile 1 benchmark (76.5%). Though still below Quintile 5 (91.1%), these results demonstrate sustained improvement and the effectiveness of inclusive practice. **(Performance Information)**
- Exclusions remain at zero for 15 years, this reflects the success of our commitment to fostering a safe, respectful, and inclusive learning environment, where restorative approaches and early interventions are prioritised. This achievement highlights the effectiveness of our whole-community approach to inclusion. **(Performance Information)**
- All teachers make learning visible through consistent use of LIs and SC, supported by our Shared Understanding and Expectations documents. **(Curriculum & Assessment)**
- Assessment is based on TPJ using varied approaches and evidence from day-to-day learning. Snapshot folders have strengthened professional dialogue and learner conversations, improving accuracy through triangulation of evidence. **(Curriculum & Assessment)**

Theme 3: Equality of Learners' Achievements

- All children are encouraged to participate in the wider life of the school, contributing to whole-school and community improvements and developing as global citizens through RRS. **(Curriculum & Assessment)**
- Staff, volunteers and partners provide activities to ensure equitable access to experiences. **(Curriculum & Assessment)**
- Universal learning, teaching and assessment meets almost all learners' needs, supported by targeted CLPL. Bespoke interventions are offered to support less able learners or provide additional challenge. **(Curriculum & Assessment)**

Theme 4: Equity for All Learners

- We actively strengthen partnerships with local community groups, including Motherwell Football Club Community Trust, which supports wellbeing pathways and digital inclusion, and Craigneuk Lifelong Learning Centre, which contributes to poverty-proofing and wellbeing interventions. **(Curriculum & Assessment)**
- Children's voice is central to our practice, with regular consultation through Big Blether sessions and pupil focus groups. **(Curriculum & Assessment)**

How you know? What evidence do you have of positive impact on learners?

- Targetted universal support is having a positive impact, with TPJ and intervention-specific assessments showing that almost all children receiving support are making expected progress towards their next ACEL benchmark.
- Robust systems for monitoring and tracking ensure that gaps are identified quickly and addressed effectively. ACEL data, alongside diagnostic tools such as NSA, MaLT, YARC and CEM, validate TPJ and confirm accuracy in assessment.
- PT, Acting PT and Acting DHT play a key role in strengthening universal provision by sharing practice, team teaching and modelling strategies. Evidence from learning visits demonstrates that this collaborative approach is upskilling staff and improving the quality of learning and teaching at the universal level.

- Progress, Planning and Impact Meetings, Attainment Reviews, Snapshot Weeks and Learner Conversations take place termly. These focussed discussions allow timely adjustments to universal and targeted support, ensuring interventions are well matched to learners' needs.
- Staff regularly engage with benchmarks and use a wide range of valid and reliable evidence, including formative and summative assessments and high-quality assessment tools, to inform professional judgement.
- Children's achievements are celebrated and shared through displays and assemblies, reinforcing a positive ethos. Opportunities for wider achievement are provided through lunchtime, break-time and after-school clubs, which enjoy high levels of participation and positive feedback from pupils and staff.
- Pupil voice is central to our practice, with all children contributing through focus groups or Big Blether sessions, ensuring their views inform school improvement.
- Strong community partnerships enhance equity and wellbeing. These partnerships, alongside our commitment to inclusion and pupil voice, ensure that all learners have access to experiences that support attainment and wellbeing.

What are you going to do now? What are your improvement priorities in this area?

- Continue strengthening Reading comprehension and Writing attainment to bring SIMD Q1 closer to SIMD Q5 (NLC) performance.
- Strengthen approaches to attendance so learners can fully access universal and targeted offers, linked to cluster working. Acting DHT will be Attendance Champion, collaborating with cluster colleagues and Educational Psychology.
- Continue collaboration with cluster colleagues on assessment and moderation to share standards and expectations and strengthen teacher professional judgment.

Section 5: NIF Quality Indicators: Summary (Submission June 2026)

Assigning levels using quality indicators <i>School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.</i>		
Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Very Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	
3.2 Raising attainment and achievement	Good	

Early Years – HMIE & Care Inspectorate (from September 2025)

Quality indicator	Establishment self-evaluation	HMIE evaluation
1 Leadership	Very Good	
2 Children thrive and develop in quality spaces	Very Good	
3 Children play and learn	Very Good	
4 Children are supported to achieve	Very Good	

Key priorities for improvement planning next session

This section should articulate with the school (and nursery, if appropriate) improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Priority 1:

By June 2027, all staff will consistently deliver high-quality, differentiated and multi-modal learning, teaching and feedback across the school, including in the Enhanced Provision.

Priority 2:

By June 2029, we will establish a consistently high-quality learning culture where play pedagogy and enquiry-based experiential learning are embedded across all stages, including in the Enhanced Provision.

Priority 3:

By June 2027, all learners, including those requiring additional support in Speech, Language and Communication and Numeracy, will make measurable progress through high-quality universal teaching and targeted interventions.

Appendix 1

UNCRC	HGIOS 4	National Improvement Framework
Article 1 - definition of the child Article 2 - non-discrimination	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning	NIF Priorities 1. Placing the human rights and needs of every child

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	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 <u>PEF INTERVENTIONS</u> 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 <u>EDUCATION AND FAMILIES' PRIORITIES</u> 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	and young person at the centre of education; 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people ; 5. Improvement in attainment, particularly in literacy and numeracy. NIF Drivers 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information NIF Outcomes 1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. 2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. 3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while
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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 Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	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 <u>A QUALITY FRAMEWORK FOR ELC</u> 1 Leadership 1.1 Leadership and management of staff and resources 1.2 Staff skills, knowledge, values and deployment 1.3 Leadership of continuous improvement 2 Children thrive and develop in quality spaces 2.1 Children experience high quality spaces 3 Children play and learn 3.1 Play and learning 3.2 Curriculum 3.2 Learning Teaching and Assessment 4 Children are supported to achieve 4.1 Nurturing care and support 4.2 Wellbeing, inclusion and equality 4.3 Children's progress 4.4 Safeguarding and child protection	celebrating and supporting progression for all. 4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs 6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. 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.
Developing In Faith <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>		
1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 6. Serving the common good.		