



Driving Equity and Excellence

Improvement Action Plans

Session 2026-27

Establishment:	Berryhill Primary School, Nursery Class & Enhanced Provision
Empowered Cluster:	Clyde Valley
Head of Establishment:	Carrie Nicol

Improvement Plan Summary	
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.
Nursery Priority:	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.

Key Date	Focus Area
12th June 2026	Submit AIP to EFM and QISSIP-SIR@northlan.gov.uk
4th December 2026	Complete RAG status in AIP (<i>Including PEF RAG status</i>) (No submission, EFM discussion only)
19th March 2027	Complete RAG status in AIP (No submission, EFM discussion only)
18th June 2027	Full submission of AIR: Summary of progress toward priorities, all QIs & PEF update

Establishment Vision and Values

Team Berryhill Vision, Values & Aims

MOTTO – We Care, We Share, We Dare

*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.

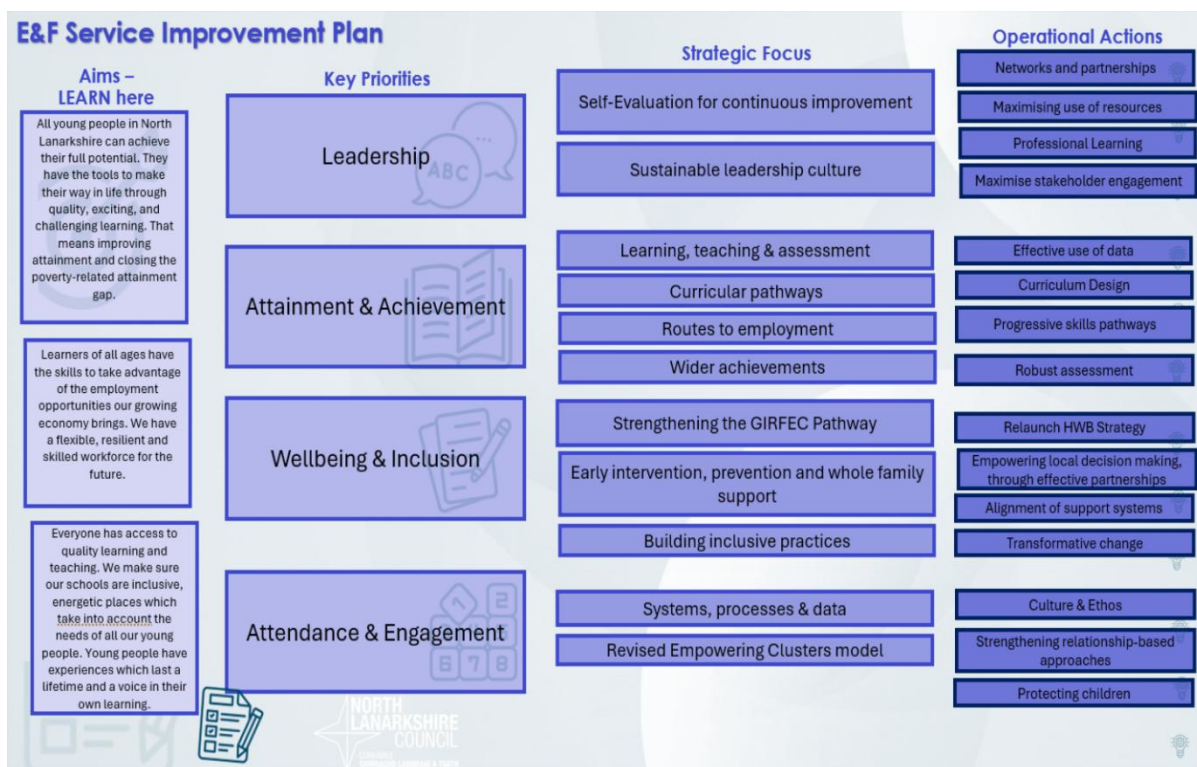
* Children and staff are provided with a safe haven which nurtures, protects and promotes attainment & achievement.

* 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.

Audit and Consultation

In arriving at our improvement priorities, the establishment 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 consultation (pupils, parents/carers, partners)

We will continue to promote the active involvement of parents/carers in the life of Berryhill using our face to face methods alongside digital platforms creating a learning community in which our children and families can engage positively with teachers and their peers. We will aim to involve parents/carers in all decisions affecting their child's education and learning. We have a Parent Council which assists with whole school self-evaluation and parents will be involved in reviewing and evaluating our progress in A Curriculum for Excellence throughout the year. This will be linked closely to our work on Curriculum Creation & Content. This has successfully begun with consultation events for our pupils, parents and partners already providing rich data to inform improvement. We will continue to offer workshops on aspects of A Curriculum for Excellence during our Meet the Teacher afternoon. We will continue to work with parents/carers as partners in their child's learning through target setting meetings, stay and play and Solihull. We have carried out extensive consultation with regards to our SAC & PEF plans and parents/carers have engaged positively.

Children will continue to be involved in our Pupil Parliament, RRS, Caring Crew, Fairtrade, Health Committee, JRSO and Enterprise Group. Children are regularly involved in self and peer evaluation of their work in school and this is timetabled in forward plans. Children will also play a significant role in responsive planning for our Curriculum Rationale. Our children will continue to participate in our focus weeks which allows them to have opportunities in wider achievement. We will continually ensure that "pupil & parent/carer voice" is heard using our Big Blether platform.

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

	Priority 1	Priority 2	Priority 3
Year 1: Session 2026 - 2027	Learning, Teaching & Assessment: <u>Universal</u> - High Quality feedback <u>Additional</u> - Targeted Literacy & Numeracy cohorts - Development of EPP	Curriculum Content Creation: <u>Universal</u> Play Pedagogy and Enquiry Learning P1,P5,P6 & P7 <u>Additional</u> Bespoke Curriculum Pathway	
Year 2: Session 2027 - 2028	Learning, Teaching & Assessment: <u>Universal</u> - High Quality Questioning <u>Additional</u> - Targeted Literacy & Numeracy cohorts	Curriculum Content Creation: <u>Universal</u> Play Pedagogy and Enquiry Learning P2, P3 & P4 <u>Additional</u> Bespoke Curriculum Pathway	
Year 3: Session 2028 - 2029		Curriculum Content Creation: <u>Universal</u> Play Pedagogy and Enquiry Learning P1-P7 <u>Additional</u> Bespoke Curriculum Pathway	

Guidance for Nursery Classes

When identifying improvement priorities, Head Teachers should ensure that nursery classes are fully and appropriately reflected. This can be achieved either by setting a distinct improvement priority (or priorities) specifically for the nursery class, or, where analysis of data and self-evaluation indicate that the priority applies to the whole establishment, by including at least two expected outcomes that are explicitly focused on early years.

In all cases, improvement planning should be rooted in robust self-evaluation and written to reflect approaches and actions that will deliver the best possible outcomes for children, taking account of developmental stage, pedagogy and the unique context of early learning and childcare. Within the checkpoints, all evaluative statements must also reflect the journey of improvement in early years.

2026-27 Improvement Plan

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	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.
Person(s) Responsible Who will be leading the improvement?	SLT, CTs

(Please insert the relevant codes which can be found in Appendix 1)

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 Outcome(s): - High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap. - Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
NLC Priority: - Improvement in attainment, particularly literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children	QI: 1.1: Self-evaluation for self-improvement 1.3: Leadership of change 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support
Developing in Faith/UNCRC: 3,28,29	

Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?

Through ongoing self-evaluation and analysis of attainment data, we have identified the need to strengthen the consistency and quality of learning, teaching, and feedback across all stages. While attainment in Literacy and Numeracy is improving, there remains a need to ensure that all learners fully understand how to improve their work, are able to act on feedback effectively and develop their ability to recall prior learning over time and apply it effectively in new and unfamiliar contexts.

Current evidence highlights variability in how feedback is delivered and used by learners. In some cases, learners are not consistently able to articulate their strengths and next steps or demonstrate how feedback supports their progress. Research and national guidance emphasise that high-quality, targeted feedback is one of the most effective ways to improve attainment and accelerate progress.

In P1, most learners are making good progress, however, 17.6% are not yet on track in Literacy and 11.8% in Numeracy, highlighting the need to strengthen early learning experiences and provide targeted support to ensure all learners develop secure foundations.

In P4, 82.8% of learners are currently on track in Listening and Talking, with a target to increase this to 86.2%. Attainment in reading is currently 62.1%, with an aim to raise this to 75.9% through targeted support. Writing stands at 65.5%, with a projected increase to 69%, while Numeracy is currently 69%, with targeted intervention expected to raise attainment to 79.3%. This demonstrated the need for more consistent learning, teaching and feedback approaches to improve outcomes across these areas.

In P7, 75.8% of learners are on track in Listening and Talking; with support, we aim to increase this to 87.9%. Attainment is lower in Reading 60.6%, with targeted intervention expected to raise this to 69.6%. Writing is currently at 63.6%, with a projected increase to 70%, while Numeracy stands at 72.7% and is anticipated to rise to 78.8%. These figures highlight the need for targeted interventions and more effective use of feedback to ensure learners are fully prepared for the next stage of their learning.

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.**

<u>Expected Impact (Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>			<u>Checkpoint 2 March</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?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes			RAG Status Tick progress toward outcomes		
1. <u>Consistency of High-Quality Learning & Teaching</u> By June 2027, all learners will experience consistently high-quality learning and teaching in almost all classes, resulting in increased clarity of learning, improved engagement, and a stronger understanding of what success looks like.	<u>Develop a Whole-School Feedback Framework</u> - Continue to implement and embed our consistent whole-school approach to feedback (verbal, written, live feedback) - Berryhill Blueprint - Agree non-negotiables for all classes (e.g. clear next steps linked to SC, time to respond to feedback, clear cycle) - Ensure feedback is timely, specific, and linked to learning intentions and success criteria <u>Professional Learning (CLPL) for Staff</u> Provide targeted CLPL focused on: - Effective feedback strategies (e.g. feedback that moves learning forward)	<u>Quantitative</u> - All classes evidencing agreed Berryhill Blueprint non-negotiables (via sampling/learning visits) - Almost all learners receiving regular written/verbal feedback weekly - All jotters showing clear next steps linked to SC, benchmarks and evidence of pupil response/improvement - Reduction in variation across classes (QA scoring consistency) - ACEL data improvements - Most pupils meeting expected levels in key organisers <u>Qualitative measures</u> - Learner work shows clear improvement over time linked to feedback						

	• Responsive teaching and adapting lessons based on assessment • High-quality questioning and dialogue • Use of success criteria and modelling high-quality work <u>Embed High-Quality Learning & Teaching Approaches</u> Ensure all lessons consistently include: • Clear learning intentions and success criteria linked to Es & Os and Benchmarks • Modelling and shared understanding of quality work • Opportunities for active engagement and thinking • Consistent use of formative assessment strategies (questioning, discussion, observation) <u>Leadership and Quality Assurance</u> • SLT to provide clear expectations and regular feedback to staff using our co-created Shared Standards & Expectations Frameworks • Ongoing coaching and professional dialogue to support consistent high-quality practice across all classes using the 5 Qs	• Consistency in language used across classes (shared expectations and understanding framework) • Staff can articulate the feedback cycle (teach-feedback- response-improve) • Feedback is observed as specific, actionable, and linked to SC, not generic (follow 2 stars, a wish and noticing) • Staff demonstrate stronger questioning, adaptive teaching in lessons • Increased use of success criteria, modelling and exemplars • Professional dialogue reflects shared pedagogy and language • Learners can clearly explain what they are learning and what success looks like • Lessons show: high levels of engagement and thinking • Evidence of responsive teaching (teachers adapting in real time)							
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2. <u>Quality and Use of Feedback</u> By June 2027, through a consistent and high-quality cycle of self, peer and teacher feedback, most learners will increasingly understand their strengths and next steps in Literacy and Numeracy, and demonstrate greater independence in improving their work. This will result in higher-quality outcomes, improved confidence, and stronger learner ownership of learning including children who require challenge.	<u>Build Learner Understanding and Use of Feedback</u> • Teach learners explicitly how to understand feedback, identify next steps and improve their work • Embed regular opportunities for response to feedback ("fix it" or improvement time) • Self- and peer-assessment <u>Focus on Literacy and Numeracy</u> • Ensure feedback in Literacy and Numeracy is precise and skills-focused, identifying clear next steps • Use moderation activities to agree standards and expectations across stages • Track progress in key areas <u>Strengthen Assessment and Moderation in School</u> • Develop consistent assessment approaches across the school • Engage in termly moderation within and across stages • Use assessment evidence to inform teaching and next steps <u>Enhance Learner Voice and Engagement</u> • Regularly gather learner voice on feedback • Ensure learners can explain what they are learning and describe how feedback helps them improve. • Increase pupil leadership by introducing Mini 5Q Learning Walks							
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3. <u>Improvement in Attainment</u> By June 2027, all learners will achieve expected CfE levels in Writing or demonstrate appropriate progress, with learners showing improved understanding and confidence in their learning. Through our universal offer from P3-7 “From Reading to Writing” Cluster pilot and targeted interventions, we will identify and address specific gaps in learning, ensuring learners develop secure understanding and application of key skills.	<u>Teacher Professionalism</u> • Deliver a structured CLPL programme on the “From Reading to Writing” Framework, including the three approaches • Use peer observation and collaborative planning to share effective practice. • Provide targeted support and coaching for staff where required. • Monitor implementation through learning visits and planning meetings • Facilitate professional dialogue sessions focused on effective and higher-order questioning <u>Monitoring and Tracking</u> • Termly learning visits focused on feedback and learning & teaching • Learning Log monitoring to evaluate quality and impact of feedback • PPI dialogue to ensure alignment with expectations • Use tracking data to monitor attainment and progress in Writing <u>Target Support and Challenge</u> • Provide additional support or intervention for learners not making expected progress • Use feedback to differentiate effectively	Quantitative • Percentage of staff engaging in CLPL sessions (P3-P7) • Attainment data in literacy-Writing • Tracking of planned literacy experiences across stages Qualitative • Quality of planning (evidence of framework use and progression) • Learning visit evidence (use of higher-order questioning) • Learner conversations (ability to explain and justify thinking) • Practitioner self-evaluation and feedback • Samples of pupil work (depth, quality, application of learning)						
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4. <u>Improvement in Attainment</u> By June 2027, all targeted learners will demonstrate improved progress in Listening and Talking and Wider Maths. All learners will show measurable progress over time, with clear evidence of improved attainment linked to high-quality feedback, play and enquiry-based learning approaches. Progress will be rigorously tracked through weekly “Big Maths Beat That” assessments, with targeted learners expected to make at least three steps of progress from their baseline (June 2026). Identified cohorts for WM are: P1: 4 learners (subject to change depending on new cohort) P5: 6 learners P6: 7 learners P7: 5 learners In addition, improvements in Listening and Talking will be tracked through teacher professional judgement, supported by the use of school RAG progressive framework trackers. These will be used to identify and target areas for development, with a clear aim of moving learners from: Red (not on track) to Amber (inconsistent) at their current working level Identified cohorts for Listening and Talking are: • P1: 5 learners (subject to change depending on new cohort) • P5: 5 learners • P6: 7 learners • P7: 5 learners	<u>Assessment, Progression Pathways and Quality Assurance</u> • Strengthen assessment approaches within play and enquiry, including observations, learner dialogue, learning logs, moderation activities • Create progression pathways in play/ enquiry. • Implement a robust monitoring and evaluation programme, including • Termly learning visits focused on engagement and pedagogy. • Learner voice surveys (baseline, mid, end) • Planning scrutiny and feedback tracking participation and engagement levels	<u>Quantitative</u> • Baseline of learner skills (curiosity, engagement, motivation) through observations • Evidence of planned play and enquiry opportunities across all stages • Increased % of learners demonstrating engagement and participation in learning • Regular planning for skills/metaskills progression across stages • Tracking shows improvement in targeted learner groups • Clear progression in skills evident • Improved learner outcomes linked to increased engagement <u>Qualitative</u> • Staff understanding of skills/metaskills development improve • Learners show increased independence, motivation and sustained involvement • Staff can clearly articulate progression in skills across stages • Learning conversations reflect growing curiosity and interest • Big Maths Challenges • TPJ							
Checkpoint 1 Progress Evaluation Statement (December)									

Checkpoint 2 Progress Evaluation Statement (March)

2026-27 Improvement Plan

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	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.
Person(s) Responsible Who will be leading the improvement?	Karen Cronin PT and CTs Susan Clelland DHT and CTs Marina Mathieson PT lead Outdoor Pedagogy Focus

(Please insert the relevant codes which can be found in Appendix 1)	
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 Outcome(s): - High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap. - Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
NLC Priority: - Improvement in attainment, particularly literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children	QI: 1.1: Self - evaluation for self-improvement 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support
Developing in Faith/UNCRC: 3,28,29	
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this?	

The school has identified, through robust self-evaluation, which included quality professional dialogue during our VSE, the need to further improve learner engagement, independence, and depth of understanding across the curriculum. In line with CfE, play pedagogy and enquiry-based experiential learning we aim to provide effective approaches to developing the four capacities by promoting curiosity, creativity, critical thinking, and problem-solving.

Current evidence indicates that while attainment is improving across Berryhill, learners benefit most when they are actively involved in meaningful, real-life learning contexts. By embedding play and enquiry approaches, we aim to increase learner motivation, strengthen skills progression, and ensure that children can apply their learning across different contexts.

This approach also supports equity and inclusion by providing flexible, responsive learning experiences tailored to learners' needs, while promoting wellbeing, confidence, and resilience. It aligns with national and local priorities in raising attainment and improving learning, teaching, and assessment.

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.**

<u>Expected Impact (Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>	<u>Checkpoint 2 March</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?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes	RAG Status Tick progress toward outcomes
1. By June 2027, almost all learners across targeted stages will demonstrate increased curiosity, engagement and motivation (Innovation) in their learning. Almost all classes will be observed implementing high-quality play and enquiry-based approaches that support learners to explore, create and think imaginatively.	<u>Whole-School Play Pedagogy and Enquiry Framework</u> - Develop and begin to implement a whole-school play pedagogy and enquiry framework, ensuring clarity on expectations across the school. - Provide targeted CLPL for targeted staff focusing on: high-quality play pedagogy, enquiry-based learning approaches, effective	<u>Quantitative</u> - All staff engagement in CLPL - Baseline data from learning observations (play pedagogy, interactions) - Initial use of observation/learning stories in all classes - Most lessons show high-quality play/enquiry		

	questioning and interactions to extend learning • Introduce structured approaches to adult interactions, ensuring staff consistently: observe, question, extend thinking, scaffold learning (Watch, Wait & Wonder) • Develop assessment approaches in play (observations, learning stories)	• Most staff consistently using agreed interaction approaches • Increased staff confidence (survey data) • Improved attainment/progress in Literacy and Numeracy <u>Qualitative</u> • Staff show improved understanding of play/enquiry • Initial examples of learner engagement and assessment in play • Learning visits demonstrate more consistent, high-quality adult interactions • Learners show increased engagement and enjoyment • Evidence of deeper thinking in floorbooks/jotters • Stronger professional dialogue across staff • High levels of curiosity, independence and sustained engagement • Staff demonstrate skilled, responsive teaching consistently						
2. By June 2027, all learners across targeted stages will demonstrate increased independence, confidence and ownership of their learning (Self-Management), making meaningful choices, contributing to planning and articulating their progress and next steps. The majority of classes will provide regular opportunities for learner-led and enquiry-based learning within supportive, inclusive environments that promote wellbeing and resilience	<u>High-Quality Learning Environments and Learner Voice</u> • Establish high-quality learning environments across all classes, including open-ended resources, loose parts and stimulating indoor and outdoor learning spaces • Develop and embed learner voice approaches (e.g. floorbooks, planning	<u>Quantitative</u> • Evidence of open-ended resources/loose parts in all classes • Most classes demonstrate high-quality indoor and outdoor environments • Regular use of learner voice (e.g. floorbooks, planning discussions) across all stages						

	discussions, reflection time-chatter box) to ensure learners influence their learning	• Increase in learner participation in planning (tracked termly) Qualitative • Staff demonstrate understanding of effective environments and learner voice • Early evidence of learner influence in planning • Learning environments are stimulating, accessible and responsive to learners • Learners describe having a say in their learning • Increased engagement and motivation observed						
3. By June 2027, most learners across targeted stages will demonstrate improved communication, collaboration and interpersonal skills (Social Intelligence), alongside critical thinking and problem-solving, applying reasoning and articulating their thinking across contexts, with the majority classes embedding enquiry, discussion and play-based approaches.	Progression in Skills and Meta-Skills through Play and Enquiry • Build progression in meta skills (curiosity, engagement, motivation) through planned play and enquiry experiences across stages	Quantitative • % of learners meeting expected levels in key skills (Literacy, Numeracy, Problem-Solving) • Progression steps through Early, First and Second Level • Number of planned play/enquiry experiences per term • Number of interdisciplinary learning opportunities • Number of learner-initiated questions • Frequency of collaborative interactions • % of learners starting tasks without prompts • Reduction in teacher intervention required • Compare progress across demographics (e.g.SIMD, ASN, EAL)						

		<u>Qualitative</u> • Learning conversations • Reflective journals/learning logs • Structured observation frameworks noting curiosity, persistence and collaboration • Learning stories • Planning scrutiny with evidence of progression in play/enquiry across stages • Moderation activities with staff discussions on standards and progression • Work samples with evidence of deeper thinking and creativity • Project-based outcomes with presentations, models, investigations							
Checkpoint 1 Progress Evaluation Statement (December)									
Checkpoint 2 Progress Evaluation Statement (March)									

2026-27 Improvement Plan

Nursery Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By when?	By June 2027, all learners, including those requiring additional support with Speech, Language and Communication and Numeracy and Mathematics, will make measurable progress through high-quality universal learning and teaching alongside targeted interventions. 100% of identified learners will achieve their personalised targets within their individual learning frameworks, with most demonstrating accelerated progress from their starting points.
Person(s) Responsible Who will be leading the improvement?	Nursery Lead, Nursery PT & Nursery Team

(Please insert the relevant codes which can be found in Appendix 1)

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 Outcome(s): - High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap. - Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.				
NLC Priority: - Improvement in attainment, particularly literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children	QI: - Learning, teaching and assessment – HMIE focus - Nurturing care and support – Care Inspectorate focus - Children's progress – HMIE focus				
Developing in Faith/UNCRC: 3,28,29					
Rationale (Why?) Why have you identified this as a priority? What data did you have to support this? 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 38.1% of learners are not on track for Talking and Listening outcomes appropriate to their age and stage. Numeracy Tracking has highlighted that 33.3% of learners are not on track for Numeracy outcomes appropriate to their age and stage.					
Resources: Please include costs and, where relevant, state where cost is being met from.					
<u>Expected Impact (Short Term Outcomes)</u>	<u>Interventions/Actions to Support Improvement: How?</u>	<u>How Will You Track Progress? Measures</u>	<u>Checkpoint 1 December</u>	<u>Checkpoint 2 March</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?	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	RAG Status Tick progress toward outcomes	RAG Status Tick progress toward outcomes	
By June 2027, all learners will experience consistently high-quality learning and teaching experiences to develop Speech and Language resulting in 13 learners who are currently On Track continuing that trajectory and 5 learners who are currently Not on Track making progress at their own level by achieving more early level benchmarks.	<u>High-Quality Learning & Teaching</u> - Plan learning experiences that explicitly develop speaking, listening, vocabulary, and communication skills - Model correct language use, sentence structure, and vocabulary consistently. - Provide clear language-rich environments	<u>Quantitative</u> - Baseline of children's speech, language and communication skills in early level benchmarks - Regular use of formative assessment across all groups - Evidence of planned language-rich learning experiences			

	<u>Assessment & Tracking</u> • Use regular formative assessment to identify gaps quickly • Use assessment data to adapt planning and learning experiences to provide targeted support or challenge	• Increased % of children demonstrating age-appropriate communication skills • Planning consistently adapted based on assessment data • Targeted support in place for identified children • Narrowed gaps for children requiring additional support <u>Qualitative</u> • Staff consistently model high-quality language and vocabulary • Learning environments reflect language-rich practice • Staff confidence in assessment and early identification improves • Children use wider vocabulary and more complex language • Staff effectively adapt learning based on children's needs • Interactions show intentional questioning and language modelling						
By June 2027, 3 learners identified as being inconsistent in Listening & Talking will make improvements in their speech and language outcomes moving from inconsistent to on track.	<u>High Quality Interventions</u> • Languageland	<u>Quantitative</u> • Baseline assessment of targeted learners' speech, language and communication skills in early level benchmarks • Identification of target cohort and specific language needs • Regular tracking of participation in Languageland sessions • Most learners show improvement in targeted language skills (e.g.						

		vocabulary, listening, sentence structure) • Increased engagement in classroom talk and structured activities • Progress evident against individual speech and language targets • Narrowed gap between targeted learners and peers <u>Qualitative</u> • Learners demonstrate increased confidence in speaking and listening • Improved use of vocabulary and sentence structure • Staff effectively support and reinforce language development in class • Learners confidently communicate in a range of contexts • Stronger participation in learning and social interaction						
By June 2027, all learners will experience consistently high-quality learning and teaching experiences to develop their mathematical thinking and problem-solving skills resulting in 14 learners who are currently On Track continuing that trajectory and 4 learners who are currently Not on Track achieving more early level benchmarks.	<u>Learning & Teaching Approaches</u> • Plan consistently high-quality learning experiences focused on mathematical thinking and problem-solving • Use rich mathematical tasks and open-ended questions to encourage reasoning and discussion • Model thinking processes explicitly <u>Assessment & Tracking</u> • Use regular formative assessment to identify gaps quickly. • Use assessment data to adapt planning and learning	<u>Quantitative</u> • Baseline of learners' mathematical thinking and problem-solving skills through benchmark trackers • Evidence of planned rich tasks and open-ended questions • Regular use of formative assessment in numeracy • Most learners demonstrating engagement in problem-solving tasks (observations) • Increased use of reasoning and discussion in learning experiences (learning visits)						

	experiences to provide targeted support or challenge	• Planning consistently adapted based on assessment data • Reduced gaps for targeted learners <u>Qualitative</u> • Staff confidently plan high-quality mathematical learning experiences • Early evidence of rich questioning and modelling of thinking • Playrooms promote discussion and exploration of maths concepts • Learners explain their thinking and justify answers more confidently • Staff consistently model problem-solving strategies and reasoning.						
By June 2027, 3 learners identified as being inconsistent within numeracy will make improvements in their outcomes in the early level benchmarks, moving from inconsistent to on track.	<u>High Quality Interventions</u> • SEAL Methodologies	<u>Quantitative</u> • Baseline assessment of targeted learners' stage within early arithmetic learning using SEAL assessments • Identification of target cohort and specific gaps in number understanding • Most targeted learners demonstrate progress through SEAL stages • Evidence of progress against individual numeracy targets • Narrowed gap in number understanding and calculation skills <u>Qualitative</u> • Staff understanding of SEAL stages and progression improves						

		• Learners use more efficient counting and calculation strategies • Learners show increased confidence and willingness to engage in numeracy activities • Clear progression in number sense and mathematical understanding						
Checkpoint 1 Progress Evaluation Statement (December)								
Checkpoint 2 Progress Evaluation Statement (March)								

PEF ALLOCATION:

£ 142 100 (37 203 remaining for 2026-2027)

NORTH LANARKSHIRE COUNCIL
EDUCATION & FAMILIES

Pupil Equity Fund Plan 2026-27
*(Random sampling of PEF Plans
will continue throughout the session).*



RATIONALE FOR PEF PLAN
Please detail below the poverty related gap which you are addressing and the data which supports your rationale.

What is Your Poverty Related/Equity Gap? (Q1 v Q5 or other poverty marker)	Intended Outcome/Impact	Evidence/Measures	Detailed Costings	December Checkpoint		
Select From: attainment & achievement, attendance, inclusion, participation, engagement.	Please describe your planned use of PEF allocation and what you intend to achieve.	Please indicate what pre and post assessment measures you will use to evidence impact.		RAG Status Tick progress toward outcomes		
Currently, Berryhill demonstrates a strong performance within a highly challenging context, with the remaining poverty-related attainment gap continuing to narrow over time. <u>Berryhill Q1 Vs NLC Q1 SA Comparison</u> Berryhill's current 2025–26 attainment compares very favourably with NLC SIMD Q1 stretch aims across almost all measures, despite operating in an exceptionally challenging context where approximately 90% of learners live in Q1. In most areas, Berryhill exceeds Q1 expectations by a significant margin, demonstrating highly effective equity-focused practice. - Literacy at P1 and P4 (80% and 77.4%) substantially exceeds the NLC Q1 stretch aim of 69.4%, placing Berryhill well above what would typically be expected for a school with this level of deprivation. - Numeracy at P1 and P4 (90% and 77.4%) also exceeds the NLC Q1 stretch aim of 77%, indicating strong early and middle-stage mathematical foundations. - Overall combined Literacy (76.4%) and Numeracy (78.4%) exceed NLC Q1 expectations, reinforcing that attainment strength is not isolated to individual stages but is evident across the school. When we compare this to national NIF data on the poverty-related attainment gap, usually around 10–15 percentage points in Literacy and Numeracy. Berryhill's gaps are often similar or narrower. This is an important message for us as within our context, we are	Funding will be used to: - Increase staffing capacity (additional practitioner/teacher time) - Provide high-quality resources for play pedagogy and enquiry-based learning This will: - Enable targeted support for SIMD1 learners - Improve quality of interactions and learning experiences - Increase engagement and attendance <u>Intended Outcomes:</u> <u>Attainment</u> Reduce the poverty-related attainment gap in: - Reading and Writing at all stages (P1, P4, P7) <u>Engagement</u> Children demonstrate: - increased participation in learning - sustained engagement in play and enquiry	<u>Attainment (Reading & Writing)</u> <u>Quantitative measures</u> - Most children achieving expected CfE levels in: Reading and Writing. Gap measure (SIMD1 vs least deprived): aim: <10pp - NSA data (P1, P4, P7) – reading/writing performance - Progress measures: Most targeted children making expected or better-than-expected progress - Writing moderation data (school/NLC benchmarks) <u>Qualitative measures</u> - Evidence from moderation activities (improved consistency and standards) - Learner conversations showing improved confidence in reading/writing - Learning evidence (jotters, floorbooks, profiles) showing increased length/quality of writing, improved comprehension and vocabulary <u>Engagement</u> <u>Quantitative measures</u> - Almost all children on-task during observations (learning visits) - Increase in participation rates (target groups engaging in core learning) - Reduction in off-task behaviour, low-level disengagement incidents				

outperforming national expectations for similar SIMD1 populations. <u>Berryhill Q1 Vs NLC Q5 SA Comparison</u> - Berryhill Literacy Q1: 76.5% NLC Q5 stretch aim: 86.7% Gap is 10.2 pp. - Berryhill Numeracy Q1: 78.4% NLC Q5 stretch aim: 91.2% Gap is 12.8 pp Scotland Q1–Q5 Gap. From recent national ACEL data: - Literacy gap (Q1 vs Q5): approximately 19.4 pp - Numeracy gap (Q1 vs Q5): approximately 16.6 pp These represent the average poverty-related attainment gap across Scotland. Berryhill gap is significantly smaller than national. The Literacy gap is around half the national gap and the Numeracy gap is also notably narrower than national. This suggests Berryhill is performing relatively well in closing the deprivation gap, particularly in literacy. Berryhill has approximately 90% of children in SIMD Q1. National datasets include a much broader mix of SIMD groups. This makes Berryhill's smaller gap particularly strong performance, because: - schools with very high Q1 populations typically face greater challenge in closing gaps - There is less internal "Q5 comparison" advantage, so improvement must come from raising Q1 attainment itself - Berryhill's attainment gap is smaller than the Scottish average Berryhill demonstrates a stronger than national position in closing the poverty-related attainment gap, with a literacy gap of 10.2pp and numeracy gap of 12.8pp between current Q1 attainment and NLC Q5 stretch aims. Both are significantly lower than the Scottish average gaps (approximately 19.4pp for literacy and 16.6pp for numeracy). This is particularly notable given that around 90% of learners are in SIMD Q1, indicating that the school	- improved motivation and independence <u>Attendance</u> Targeted learners show: - improved attendance rates - reduction in persistent absence <u>Wellbeing and Inclusion</u> Children impacted by poverty demonstrate: - increased confidence and sense of belonging - improved SHANARRI outcomes <u>Learning and Teaching</u> Staff effectively: - deliver high-quality play pedagogy - use skilled questioning, interactions and feedback - plan responsively based on learner needs	<u>Qualitative measures</u> - Learning observations showing sustained shared thinking, active involvement in play/enquiry - Learner voice: children can talk about their learning, choices and interests - Evidence in floorbooks, learning journals/logs - Increased independence and child-initiated learning <u>Attendance</u> <u>Quantitative measures</u> - Attendance-Stretch aim 88.5% - Reduction in persistent absence-improvement in targeted families in EDCC - Late coming-improvement in targeted group <u>Qualitative measures</u> - Case studies of identified families EDDC (barriers reduced) - Feedback from parents/carers, children (sense of belonging and motivation to attend) - Staff observations of improved engagement linked to attendance <u>Wellbeing and Inclusion</u> <u>Quantitative measures</u> - HWB survey data (e.g. wellbeing Berry Bear targets / SHANARRI indicators/SDQ P7) - Reduction in dysregulated behaviour <u>Qualitative measures</u> - Learner voice: children report feeling safe, included, respected - Observations of positive relationships, confidence in group situations - Evidence of participation in learning, increased resilience and self-regulation				
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is effectively mitigating the impact of high deprivation on attainment. Overall, Berryhill is achieving strong outcomes, with attainment in several areas closely aligned with, or exceeding, high-attaining comparators, demonstrating effective progress in narrowing the poverty-related attainment gap. While this reflects positively on the school's equity-focused approaches, further improvement is required to meet ambitious stretch aims where the gap remains wider.		• Parent/carer feedback on wellbeing improvements <u>Learning and Teaching</u> <u>Quantitative measures</u> • Most Learning Visits evaluated as: good or very good • Staff participation in CLPL related to play pedagogy/enquiry <u>Qualitative measures</u> • Learning visits show: high-quality play pedagogy, effective adult-child interactions, skilled questioning and feedback • Planning evidence shows: responsive planning based on children's interests/needs • Staff professional dialogue demonstrates: increased confidence and shared understanding • Examples of rich learning environments, child-led enquiry				
		Total PEF Spend to June 2026 – Further spend will depending on Staffing within the EP which should be resolved August/ September 2026. This will then be updated, however, it is anticipated that all PEF funds well be spent.	£ 104.897			

Appendix 1:

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

UNCRC	HGIOS 4	National Improvement Framework
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights Article 14 - freedom of thought, belief and religion	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: Personalised support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability <u>Quality Improvement Framework for ELC</u> Leadership Leadership and management of staff and resources Staff skills, knowledge, values and deployment Leadership of continuous improvement Children thrive and develop in quality spaces Children experience high quality spaces Children play and learn Play and learning Curriculum Learning Teaching and Assessment Children are supported to achieve Nurturing care and support Wellbeing, inclusion and equality Children's progress Safeguarding and child protection <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	NIF Priorities 1. Placing the human rights and needs of every child 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 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 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

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	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. Leadership 2. Attainment and Achievement 3. Wellbeing and Inclusion 4. Attendance and Engagement	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.		